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## The teaching of Catholic ideals : grade placement, grade emphasis, and determination of curriculum material in the form of virtue applications

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THE TEACHING OF CATHOLIC IDEALS:     GRADE PLACEMENT,  
GRADE EMPHASIS, AND DETERMINATION OF CURRICULUM  
MATERIAL IN THE FORM OF VIRTUE APPLICATIONS.

A thesis submitted in partial  
fulfillment of the requirements  
for the degree of Doctor of  
Philosophy in Loyola University.

Ellamay Horan

March, 1929.

## PREFACE

The study reported in this volume is a curriculum investigation. No one knows better than the one who is using curriculum techniques that they are still in a pioneer state of development. Every attempt has been made by the writer to present accurately the technique she has used. She feels there is an obligation on the part of all those engaged in curriculum construction work to describe exactly the technique employed in their respective investigations.

Inspiration for the present study came from several hundred teachers of Religion that the writer has taught in courses in Education. They were almost unanimous in expressing dissatisfaction with the results of present curricular materials and techniques of teaching. To meet the needs of Catholic schools, the following work, a local study, was made in Chicago and for Chicago. The writer is grateful to the hundreds of religious teachers that made the investigation possible. She is particularly grateful to Father Austin G. Schmidt, S. J., Dean of the Graduate School of Loyola University, who has offered stimulating criticism at various stages of her work.

## CONTENTS

	PAGE
LIST OF TABLES . . . . .	
LIST OF VIRTUE-APPLICATIONS. . . . .	
CHAPTER I. INTRODUCTION . . . . .	1
Abstract quality of character education a probable cause of its failure. The child's need for the specific and concrete. Statement of the three problems studied during investigation. Catholic moral principles never change. Technique of assembling ideals from the gospel accounts. Dynamic influence of personality of Christ in the teaching of ideals.	
CHAPTER II. TECHNIQUE OF INVESTIGATION FOR GRADE PLACEMENT AND GRADE EMPHASIS . . . . .	7
Virtues have not been located objectively in curriculum. List of ideals or virtues used in study. Techniques employed in the studies of grade placement and grade emphasis. Character of co-operation received.	
CHAPTER III. GRADE PLACEMENT . . . . .	14
Presentation of opinions on grade placement for the different ideals. Summary of findings. Need of further research.	
CHAPTER IV. GRADE EMPHASIS. . . . .	59
Another problem that has not had previous objective treatment. Presentation, in detail, of the 2,770 opinions studied. Summary of findings.	
CHAPTER V. VIRTUE-APPLICATIONS . . . . .	106
Principles influence conduct only in so far as they are applied to daily living. Other studies in this field. Technique of assembling virtue-applications. Presentation of virtue-applications.	
CHAPTER VI. THE TEACHING PROBLEM . . . . .	263
Purpose of the chapter. Research activities in character education. Unit technique for the teaching of ideals. Personification. Spiritual reading. Particular examen. Dramatization. Virtue assignments. Use of virtue-applications. Need of a clearing house for Catholic education.	
BIBLIOGRAPHY . . . . .	282
APPENDIX . . . . .	288



# LIST OF TABLES

PAGE

Characteristics of the Different Groups Contributing Information to the Questionnaires . . . . .	9
Opinions of 2,770 on the Grade at Which Love of God Should First Receive Attention in the School Curriculum . . . . .	14
Opinions of 2,770 on the Grade at Which Hope Should First Receive Attention in the School Curriculum . . . . .	16
Opinions of 2,770 on the Grade at Which Faith in God Should First Receive Attention in the School Curriculum . . . . .	17
Opinions of 2,770 on the Grade at Which Loving the Neighbor as Oneself Should First Receive Attention in the School Curriculum . . . . .	18
Opinions of 2,770 on the Grade at Which Charity, Manifested in the Forgiveness of Injuries Should First Receive Attention in the School Curriculum . . . . .	19
Opinions of 2,770 on the Grade at Which Charity, In Not Judging Others Should First Receive Attention in the School Curriculum. . . . .	20
Opinions of 2,770 on the Grade at Which Charity, Manifested in Despising No One Should First Receive Attention in the School Curriculum. . . . .	22
Opinions of 2,770 on the Grade at Which Charity, Manifested in Making Reconciliations Should First Receive Attention in the School Curriculum . . . . .	23
Opinions of 2,770 on the Grade at Which Charity, In The Works of Mercy Should First Receive Attention in the School Curriculum. . . . .	23
Opinions of 2,770 on the Grade at Which Charity, Manifested in Giving Good Example Should First Receive Attention in the School Curriculum . . . . .	24
Opinions of 2,770 on the Grade at Which Charity, Manifested in Not Taking Scandal Should First Receive Attention in the School Curriculum . . . . .	25
Opinions of 2,770 on the Grade at Which Prudence Should First Receive Attention in the School Curriculum . . . . .	26
Opinions of 2,770 on the Grade at Which Justice Should First Receive Attention in the School Curriculum . . . . .	27
Opinions of 2,770 on the Grade at Which Fortitude Should First Receive Attention in the School Curriculum . . . . .	28
Opinions of 2,770 on the Grade at Which Modesty Should First Receive Attention in the School Curriculum . . . . .	29
Opinions of 2,770 on the Grade at Which Chastity Should First Receive Attention in the School Curriculum . . . . .	30
Opinions of 2,770 on the Grade at Which Temperance in the Use of Food Should First Receive Attention in the School Curriculum . . . . .	31
Opinions of 2,770 on the Grade at Which Temperance in the Use of Liquor Should First Receive Attention in the School Curriculum . . . . .	32

# LIST OF TABLES

XX.	Opinions of 2,770 on the Grade at Which Sincerity Should First Receive Attention in the School Curriculum . . . . .	33
XXI.	Opinions of 2,770 on the Grade at Which Respect for Law Should First Receive Attention in the School Curriculum . . . . .	34
XXII.	Opinions of 2,770 on the Grade at Which Obedience Should First Receive Attention in the School Curriculum . . . . .	34
XXIII.	Opinions of 2,770 on the Grade at Which Prayer Should First Receive Attention in the School Curriculum . . . . .	35
XXIV.	Opinions of 2,770 on the Grade at Which Self Denial Should First Receive Attention in the School Curriculum . . . . .	36
XXV.	Opinions of 2,770 on the Grade at Which Religion Should First Receive Attention in the School Curriculum . . . . .	37
XXVI.	Opinions of 2,770 on the Grade at Which Humility Should First Receive Attention in the School Curriculum . . . . .	38
XXVII.	Opinions of 2,770 on the Grade at Which Meekness Should First Receive Attention in the School Curriculum . . . . .	39
XXVIII.	Opinions of 2,770 on the Grade at Which Patience Should First Receive Attention in the School Curriculum . . . . .	40
XXIX.	Opinions of 2,770 on the Grade at Which Fidelity in Little Things Should First Receive Attention in the School Curriculum . . . . .	41
XXX.	Opinions of 2,770 on the Grade at Which Devotion to Mary Should First Receive Attention in the School Curriculum . . . . .	42
XXXI.	Opinions of 2,770 on the Grade at Which Generosity Should First Receive Attention in the School Curriculum . . . . .	43
XXXII.	Opinions of 2,770 on the Grade at Which Gratitude Should First Receive Attention in the School Curriculum . . . . .	44
XXXIII.	Opinions of 2,770 on the Grade at Which Loyalty Should First Receive Attention in the School Curriculum . . . . .	45
XXXIV.	Opinions of 2,770 on the Grade at Which Perseverance Should First Receive Attention in the School Curriculum . . . . .	46
XXXV.	Opinions of 2,770 on the Grade at Which Confidence in the Providence of God Should First Receive Attention in the School Curriculum . . . . .	46
XXXVI.	Opinions of 2,770 on the Grade at Which Watchfulness in the Avoidance of Temptation Should First Receive Attention in the School Curriculum . . . . .	47
XXXVII.	Opinions of 2,770 on the Grade at Which Watchfulness Over Affections Should First Receive Attention in the School Curriculum . . . . .	48
XXXVIII.	Opinions of 2,770 on the Grade at Which Watchfulness for False Doctrines Should First Receive Attention in the School Curriculum . . . . .	49
XXXIX.	Opinions of 2,770 on the Grade at Which Watchfulness for the Hour of Death Should First Receive Attention in the School Curriculum . . . . .	50

# LIST OF TABLES

XL.	Opinions of 2,770 on the Grade at Which Sorrow for Sin Should First Receive Attention in the School Curriculum . . . . .	50
XLI.	Opinions of 2,770 on the Grade at Which Penance Should First Receive Attention in the School Curriculum . . . . .	51
XLII.	Opinions of 2,770 on the Grade at Which Instruction on the Life of the Counsels Should First Receive Attention in the School Curriculum . . . . .	52
XLIII.	Opinions of 2,770 on the Grade at Which Zeal Should First Receive Attention in the School Curriculum . . . . .	53
XLIV.	Opinions of 2,770 on the Grade at Which Christian Perfection Should First Receive Attention in the School Curriculum . .	54
XLV.	Grades Wherein the Virtues Listed Should First Receive Attention in the School Curriculum According to the Opinions of the 2,770 Who Contributed to the Present Study . . . . .	55
XLVI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Love of God . . . . .	60
XLVII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Hope . . . . .	61
XLVIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Faith in God . . . . .	62
XLIX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should be Special Stress on Loving the Neighbor as Oneself . . . . .	63
L.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on the Forgiveness of Injuries . . . . .	64
LI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Not Judging Others . . . . .	65
LII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Charity Manifested in Despising No One . . . . .	66
LIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Charity, Manifested in the Making of Reconciliations . .	67
LIV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Charity, In the Works of Mercy . . . . .	68
LV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Charity, Manifested in Giving Good Example . . . . .	69

# LIST OF TABLES

LVI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Charity, Manifested in Not Taking Scandal . . . . .	70
LVII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Prudence . . . . .	71
LVIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Justice . . . . .	72
LIX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Fortitude . . . . .	73
LX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Modesty . . . . .	74
LXI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Chastity . . . . .	75
LXII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Temperance in the Use of Food . . . . .	76
LXIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Temperance in the Use of Liquor . . . . .	77
LXIV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Sincerity . . . . .	78
LXV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Respect for Law. . . . .	79
LXVI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Obedience . . . . .	80
LXVII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Prayer . . . . .	81
LXVIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Self Denial. . . . .	82
LXIX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Religion . . . . .	83
LXX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Humility . . . . .	84
LXXI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Meekness. . . . .	85

# LIST OF TABLES

LXXII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Patience . . . . .	86
LXXIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Fidelity in Little Things . . . . .	87
LXXIV..	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Devotion to Mary . . . . .	88
LXXV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Generosity . . . . .	89
LXXVI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Gratitude . . . . .	90
LXXVII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Loyalty . . . . .	91
LXXVIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Perseverance . . . . .	92
LXXIX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Confidence in the Providence of God. . . . .	93
LXXX.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Watchfulness in the Avoidance of Temptation . . . . .	94
LXXXI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Watchfulness Over Affections . . . . .	95
LXXXII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Watchfulness For False Doctrines . . . . .	95
LXXXIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Watchfulness for the Hour of Death . . . . .	96
LXXXIV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Sorrow For Sin . . . . .	97
LXXXV.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Penance . . . . .	98
LXXXVI.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Instruction On the Life of The Counsels. . . . .	99

# LIST OF TABLES

LXXXVII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Zeal . . . . .	100
LXXXVIII.	Opinions of 2,770 on Those Grades in the Elementary and Secondary School Where There Should Be Special Stress on Christian Perfection . . . . .	101
LXXXIX.	Grades in the Elementary and Secondary Schools at Which Over 1,000 Persons Out of the 2,770 Felt There Should Be Special Stress on the Virtues Listed . . . . .	103
XC.	Localities Represented By the Forty-Two Elementary Schools Contributing Lists of Applications . . . . .	108
XCI.	Number of Pupils Per Grade from 42 Schools Contributing Applications of Virtues . . . . .	110
XCII.	Number of Rooms Per Grade from 42 Schools Contributing Applications of Virtues . . . . .	111
XCIII.	Number of Students and Groups of Students in Fifteen High Schools For Girls Contributing Applications of Virtues . . . . .	112

## LIST OF VIRTUE-APPLICATIONS

	PAGE
Love of God . . . . .	115
Faith . . . . .	118
Charity, Manifested in Loving the Neighbor as Oneself . . . . .	120
Charity, Manifested in the Forgiveness of Injuries . . . . .	125
Charity, Manifested in Not Judging Others . . . . .	130
Charity, Manifested in Despising No One . . . . .	133
Charity, Manifested in Making Reconciliations . . . . .	137
Charity, Manifested in the Works of Mercy . . . . .	140
Charity, Manifested in Giving Good Example . . . . .	146
Charity, Manifested in Not Taking Scandal . . . . .	151
Prudence . . . . .	157
Justice . . . . .	163
Fortitude . . . . .	169
Temperance in the Use of Food . . . . .	173
Chastity and Modesty . . . . .	175
Sincerity . . . . .	179
Respect for Law . . . . .	183
Obedience . . . . .	187
Prayer . . . . .	193
Self Denial . . . . .	196
Religion . . . . .	202
Humility . . . . .	205
Meekness . . . . .	211
Patience . . . . .	218
Fidelity in Little Things . . . . .	228
Devotion to Mary . . . . .	233
Generosity . . . . .	235
Gratitude . . . . .	239
Loyalty . . . . .	243
Perseverance . . . . .	247
Confidence in the Providence of God . . . . .	249
Watchfulness for the Hour of Death . . . . .	251
Watchfulness over Affections . . . . .	252
Watchfulness for False Doctrines . . . . .	253
Watchfulness in the Avoidance of Temptation . . . . .	254
Sorrow for Sin . . . . .	259
Zeal . . . . .	260

# THE TEACHING OF CATHOLIC IDEALS: GRADE PLACEMENT, GRADE EMPHASIS, AND DETERMINATION OF CURRICULUM MATERIAL IN THE FORM OF VIRTUE APPLICATIONS

## CHAPTER I

### INTRODUCTION

There is not a course of study in use in Catholic schools that does not provide, either explicitly or implicitly, for instruction on the acquisition of Christian virtue. Since the days of the catacombs, through the ages, Catholic instruction programs for church and school have emphasized the virtues. Our Lord exhorted men to practice. But is the current technique of moral instruction in our schools satisfactory? To what extent is the teaching of religion in the classroom functioning in the life of the child? Are religious teachers satisfied with the results of their moral instructional programs in the every day lives of the pupils in their schools? They are confident that their ultimate objectives are right; but they have not, however, the same confidence in their teaching procedure. They know that a great part of their teaching is not carrying over as it should into the immediate life of the child and into his after life as an adult. As a group they are eager for curricular and technique assistance that will help them realize the God-given objectives that are theirs.

The present writer is of that number which feels that one of the reasons why sincere, time-consuming efforts at character education have failed is because instructional material has been vague and abstract. We must never forget that the crucial test of religious instruction is not in desires or plans of action, but in



the conduct of daily life. Children must be taught how to put knowledge into practice. Inspirational talks have their value in arousing desire for a virtue, but in almost every case they must be followed with advice about how to apply the ideal presented to the practical situations of life. In fact, unless applications are made to concrete situations and plans of action are worked out to meet them, the virtue will seldom be applied to daily happenings in the child's life.

Each day the child's social and physical environment shifts many times. He is at home, at school, on the playground, on the street, in the store, at church, on the train or street car or bus, in the homes of others, and perhaps at the movies or theater. In each of these environments, and in many others, he has opportunities to react to the moral ideals that have been presented to him by parents and teachers. His character will be the sum total of his reactions to the innumerable situations that he meets on these different occasions. In order to assist the school to make its maximum contribution to the moral growth of pupils the present study has endeavored to discover:

1. Curricular materials, in the form of practical applications of virtues or ideals, that are specific, concrete, and exhibit the various stages of pupil needs in the different school groups.

2. Those grades in the school wherein given moral ideals should first receive curriculum attention.

3. The grade or grades wherein given moral ideals should receive greatest emphasis in the curriculum.

Many and varied compilations of moral ideals and moral codes have been made. Indeed, as Father Cooper says:

The history of moral codes brings home to us the fact that while man's natural conscience is a fair guide to moral truth, it is very far from being an unerring one. His conscience unenlightened by revealed truth from on high, may point out to him the simpler and more obvious things in the moral ideal, but not the finer points. And even in the simpler things conscience may be and is often twisted askew by man's lower selfish desires. Conscience, so the history of moral codes and practices makes clear, needs light from God.<sup>1</sup>

On the other hand Catholic moral principles never change. Human conditions change, but moral ideals are unchangeable. They come to us from Christ and are based on the eternal law of God. It is the task of Catholic education to assist the Church in the application of the unchanging ideal to the changing conditions in life.

In this study morality and religion are considered as essentially connected. The Church has ever affirmed that apart from religion the observance of the moral law is impossible. Where morality is divorced from religion, reason, it is true, will enable a man to recognize to a large extent the ideal to which his nature points, but much, too, will be wanting. Without a sense of obligation to God, without a knowledge of the tremendous sanction attached to violation of the moral command, strong motives for obedience to the law are wanting. While the present study is considering but three elements in the teaching of Catholic ideals, grade placement, grade emphasis, and the application of the ideal to the life of the child at his various stages of development, there is no intention on the part of the investigation to minimize the value of prayer and the sacraments as the means given to man to live up to the moral ideal.

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<sup>1</sup>Cooper, John M. Religion Outlines for Colleges, Course I, p. 11

The present work might well have taken St. Thomas' classification of virtues as an expert source for the ideals on which the study was to be built. But a different approach has been taken. Realizing the pedagogical value that ought to accrue from taking Our Lord's words as recorded in the four accounts of the gospels, an analysis of each gospel was made to note the virtues Our Lord commanded, the virtues He counselled, and thirdly the virtues that are opposed to the vices He condemned. In this way the investigation prepared the list of ideals that were used throughout the study. The technique employed in the analysis was the following:

1. A marginal check was made of these virtues in four different copies of the New Testament by four different persons.
2. The checks made by these four different persons were compared in order to test the accuracy of the check to be used in the study.
3. The verses checked were copied with exact reference to gospel, chapter, and verse on three by five cards.
4. In the upper right hand corner of each card was placed the name of the virtue recommended by Our Lord in the particular quotation copied.
5. An authorized commentary <sup>1</sup> of the gospels was used as a recheck on the virtue-headings in order to insure against personal interpretation of a passage.
6. All cards bearing the same virtue-heading were filed together.
7. The names of the virtues assembled were listed and submitted for criticism to an expert theologian.

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<sup>1</sup>Brassac, A. Manuel Biblique. Tome Troisieme, Roger et Chermoviz, Paris, 1920

As was mentioned earlier, the gospels were used as source material in this curricular study for a psychological reason, namely, that during the school's instructional program the personality of Our Lord may become more familiar to the child in His commands and recommendations as well as in the exemplification of these ideals in His life as man. In becoming familiar with ideals presented in the gospels the child has an opportunity to grow in admiration and love for the personality of Christ. As one spiritual writer has said:<sup>1</sup>

. . . His words are not flashes of lightning, apt to cause alarm; but they are peaceful, quiet rays of the sun, giving light to the eye and soothing warmth to the heart. They always influence the will, though in very various ways. Chiefly they do so by supplying the will with motives for action. Our Lord hardly ever made a demand of anyone without supplying him with reasons for complying with it. He derived these reasons from all sorts of things, sometimes from the natural order, sometimes from the supernatural; now with reference to God, now to our neighbor, and now to the person addressed. . .

There were indeed other means by which our Saviour influenced the wills of His hearers. These were particularly the dignity and decision of His character and His absolute consistency - consistency of mind, for He was the truth itself, never contradicting itself, never needing to retract an assertion, never showing any uncertainty or hesitation, never uttering a mere supposition, or a remark not quite to the point; consistency also of action, for His life was in the most perfect agreement with His teaching, and displayed the truest sanctity, without flaw and beyond all criticism. . .

The outline given above summarizes briefly the manner in which the list of virtues or ideals was prepared. The reader will note as he examines this list on a later page that it embraces all

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<sup>1</sup> Meschler, Moritz, S.J. Humanity of Jesus, Herder, 1926. pp. 124, 128

those virtues that are given by accepted Catholic writers. This is to be expected. The Church was instituted to teach the ideals or standards set by Christ.

## CHAPTER II

## TECHNIQUE OF INVESTIGATION FOR GRADE PLACEMENT AND GRADE EMPHASIS

## I

There is a rule of modern curriculum construction which states that after objectives have been analyzed they should be arranged in proper instructional order according to the psychological nature of children. In the field of religious education or of character education no attempts have been made to locate virtues objectively in the curriculum. Text book writers and makers of courses of study have placed virtues in various grades according to personal opinion. Without doubt many of them wrote after years of personal experience with child nature. However, there are others who did not have personal contacts and planned programs of instruction with little knowledge of child nature and its needs. While the curriculum should provide for immediate and later needs of children, it is perfectly obvious that in the field of ideals the first placement of a virtue in the curriculum should occur at the grade level wherein the child manifests a need for the school to come to his assistance in the development of the ideal.

Before describing the technique used in this study in determining grade placement of virtues, there will be presented in survey form opinions expressed during the ages by educational writers on the first needs of virtue development in the education of an individual. One of the foremost Catholic educational writers in this country wrote just recently:

The development of character has ever been the fundamental aim of the Catholic Church in whatever education program she has undertaken.....The foundation of her curriculum has always been the Gospel, and the Gospel is something to be lived - not merely known.<sup>1</sup>

Present day gradation of instructional material had its beginning with Saint John Baptist De la Salle.<sup>2</sup> Educational writers of the past, and even of our own generation, generally speak of a given period of life as a time for the commencement of moral training. They seldom speak of a specific grade placement. There are assembled in the following materials, opinions that exhibit not only the attitude of individual writers but also the trends manifested through the ages of when in the life of an individual character education should first be begun.

The attitude of the Greeks, five hundred years before Christ, is described by Monroe:

- School life began about seven and for the children of the free Greek families, save those financially unable, continued for eight or nine years.....During all this period from the time he grew out of the care of the nurse, the Greek boy was in charge of a pedagogue, - a slave or servant, - who was entrusted with the moral oversight and general care of his charge.

.....For the Greek boy education always had an attainable aim, since he possessed a concrete definite model by which to shape his character and direct his conduct. Education was not a formal, lifeless process, but a living of a type of life full of activity and pleasure, of expression of self and of attempt at concrete forms of virtue made real to him through the conduct of an ~~ix~~"inspirer".<sup>3</sup>

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<sup>1</sup>George Johnson, "Character Education in the Catholic Church", Religious Education, XXIV, (January, 1929), 54-57.

<sup>2</sup>Paul Monroe, A Text-Book in the History of Education, p.438. New York: Macmillan, 1914.

<sup>3</sup>Ibid., pp. 83, 98.

Four hundred years before the Christian period Plato wrote:

Education and admonition commence in the first year of childhood and last to the very end of life. Mother and nurse and father and tutor are vying with one another about the improvement of the child as soon as ever he is able to understand what is being said to him.<sup>1</sup>

In ancient Rome the conception of education for the most part dealt with the formation of moral character and in this the school had but a minor place. The home assumed the responsibility, and the moral importance of the home was emphasized.

Almost two centuries later, when the corrupting influences that had entered into the cosmopolitan life of Rome were in full swing, in his satire (XIV) upon the vices of the Roman people, Juvenal formulates the ever memorable principle not only of Roman but of all education.-- "The greatest reverence is due the child". This responsibility of the father for the education of his child, at least in the formation of his moral character, was not only of importance to the child but it also reacted upon the father. The stability and the perpetuation of these virtues, of a sturdy, rugged character among the ranks of the common people long after the majority of the families in the upper class, especially in the imperial court circles, had fallen into most vicious debauchery, was quite largely due to this restraining influence of the home and to the father's responsibility for the moral character of the boy. The continuation of the quotation from Juvenal indicates this: "If you are contemplating a disgraceful act, despise not your child's tender years, but let your infant son act as a check upon your purpose of sinning."<sup>2</sup>

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<sup>1</sup> Ilse Forest, Preschool Education, quoted from Plato's Protagoras. Selections from Jowett's Translation, pp. 20 ff., Clarendon Press, Oxford, 1885.

<sup>2</sup> Paul Monroe, A Text-Book in the History of Education, p.187.



Erasmus believed that the moral purpose in education should ever be emphasized. The following is taken from Monroe's discussion of the educational beliefs of Erasmus:

The moral purpose in education should ever be emphasized.....A study of the child is advised and personal care and direction of his studies insisted upon. The function of the mother, the importance of play and of exercise, the necessity of keeping education vitally in touch with the life of the times, all are recognized.<sup>1</sup>

Vives, thoroughly Catholic in his spirit, while he demanded much of the teacher, his exactions from parents for the careful moral training of the young were many and minute. He considered home education most significant. This writer, who advocated the use of the inductive method fifty years in anticipation of Bacon, labored and wrote for the development of a sound Christian character by means of religious and moral training begun at a very early age in the life of the child.<sup>2</sup>

Comenius wrote previous to his Didactica, The School of the Mother's Knee in which he indicates how mothers should care for the early education of their own children and that it could be and should be made quite definite even before the sixth year and independent of the formal instruction of books.

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<sup>1</sup>Ibid., pp. 381-382.

<sup>2</sup>Patrick J. McCormick, History of Education, pp. 202-203. Washington: The Catholic Education Press, 1915.

The Education of Girls by the learned French prelate, Fenelon, contains much on the training of children, especially on the period of infancy, applicable equally as well to boys as girls.

Like the humanists of the Renaissance and his contemporary, Locke, in England, Fenelon began training with infancy.....Believing in the plastic nature of the child's brain and the value of early impressions, some of his notable directions were: "Be content to form their character little by little as occasions naturally come up. You should content yourself with following and assisting nature...."<sup>1</sup>

Rousseau, in his Emile that expounds negative education, differs from all other educational writers in regard to the period of life that should first receive moral education. In fact, the very procedure that he recommended forbids moral instruction. The following brief quotation is illustrative. Referring to the period before twelve years of age he wrote: "The only habit a child should be allowed to form is to contract no habits whatever."<sup>2</sup> A generation later Pestalozzi declared the very opposite when he said that the child's moral development should begin when he is an infant in his mother's lap. There the virtues of love, gratitude, trust, patience, and obedience are first

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<sup>1</sup>Patrick J. McCormick, History of Education, p. 293.

<sup>2</sup>Jean Jacques Rousseau, Emile, Boston: Heath, 1883. (Worthington translation.) p. 24.

developed.<sup>1</sup>

Froebel, like Pestalozzi, believed that in infancy the seeds of virtue are planted and chiefly by the example of the parents. It is in striking conformity with his whole theory that Froebel treats religion as the "first subject of the curriculum, and as presenting and pointing out the ways and means by which the desire to live in strict unity with God may be gratified and by which this unity, if impaired, may be restored". "To live in accordance with this knowledge is Christian religion", states Froebel. He believed that first of all and above all, the school should instruct for and in this religion.<sup>2</sup>

Father Rosmini, the Italian priest<sup>and</sup> contemporary of Froebel's, who constructed a theory of education very similar to that of Froebel, urged mothers to attend to the training of feeling and will rather than that of reason in the early years of childhood. The following quotation from him shows the understanding he had of the problem of gradation:

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<sup>1</sup>J.H. Pestalozzi, How Gertrude Teaches Her Children, Chapter XIV. Syracuse, New York: Bardeen, 1898.

<sup>2</sup>Patrick J. McCormick, History of Education, pp. 354-356.

How shall we find the sure rule by which the teacher of youth shall know what things he must begin with, and which should follow, so that the child who hears him may be led on, by gradations always duly adapted to his power, from what he knows to what he does not know and has yet to be taught?<sup>1</sup>

Rosmini emphasized the fact that the child should be led by easy gradations and in a manner natural to him, following the natural order of development.

Among writers of this generation Doctor Shields presented the following opinion on the curriculum:

In the elementary school, particularly during the first six years of the course, nothing should be admitted which is so final and definite in form as to render it impossible for the child to transform it and lift it into the growing structure of his constantly developing mind.....The curriculum in the Catholic school, while designed to meet all these requirements, must be so arranged as to shape life into conformity with Christian standards of conduct and at the same time to impart efficiency in earthly pursuits.<sup>2</sup>

The above opinions are fragmentary. They have been presented to show something of the manner in which educational thinkers considered when, in the life of an individual, virtue should first receive attention. The reader will note that seldom are specific virtues mentioned. In every case but one, the writers quoted considered moral or religious development in general, not in its specific manifestations.

<sup>1</sup>Ibid., p. 359. (Rosmini-Serbati. Leading Principle of Method Applied to Education. Trans. of Grey, viii. Boston, 1893.)

<sup>2</sup>Thomas Edward Shields, Philosophy of Education, p. 412. Washington: The Catholic Education Press, 1917.

Today, with the modern tendency to be specific, scientific, and analytical, there are research agencies, graduate schools, and individuals at work on particular problems of character education. Perhaps the best known of the agencies is the Character Education Inquiry with its headquarters at Columbia University. Dr. Mark A. May and Dr. Hugh Hartshorne are the investigators. This work has been made possible by a grant from the Institute of Social and Religious Research of New York and is carried on by the Division of Psychology of the Institute of Educational Research at Teachers' College under the direction of Professor E.L. Thorndike. This inquiry is attempting to adopt scientific methods to character education. It seeks to measure the value of schemes, procedures, and ideas for moral education. The testing program covers three principal divisions: (1) Testing of mental content and skills; (2) Testing of motives, attitudes, interests, inhibitions; (3) Testing of conduct. In 1927 the Inquiry reported its findings in a Religious Education Association monograph, Testing the Knowledge of Right and Wrong. In 1928 Studies in Deceit was published by Macmillan Company, another of the Inquiry's investigations.

The University of Iowa established a research bureau<sup>1</sup> in character education and religious education in 1921. It is under the direction of the Graduate School and the department of philosophy and psychology, and is in charge of Professor Edwin D. Starbuck. In co-operation with the College of Education and the Child Welfare Research Station it has directed inquiries along the following lines: An analysis of laws, an

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<sup>1</sup>The Institute of Character Research, Iowa City, Iowa.

inventory of moral situations faced by children, and the formulation and testing of methods of direct teaching. Untruthfulness in Children: Its Conditioning Factors and its Setting in Child Nature<sup>1</sup> is a 1928 publication of this bureau. The year 1928 also received from the Institute of Character Research volume one of A Guide to Literature for Character Training.<sup>2</sup> This is a study that has taken close to ten years to prepare with grants from the University and the Institute of Social and Religious Research.<sup>3</sup> The book is a selected list of the world's best fairy tales, animal tales, stories, myths and legends; it specifies the degree of merit of each story included, the school year to which it is best fitted, and just what each story is good for. The trust-worthiness of the Guide has received extensive statistical testing. These statistical studies are now being prepared for publication by the Institute of Character Research at the University of Iowa and will be issued in monograph form.

There is a third agency in the United States at work in character education. This is the Character Education Institution of Washington, D.C. It was this organization that awarded The Iowa Plan a \$20,000 prize in 1922.

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<sup>1</sup>W.E. Slaght, Untruthfulness in Children. Iowa City: U. of Iowa Press, 1928.

<sup>2</sup>Edwin D. Starbuck, and F.K. Shuttleworth. Guide to Literature for Character Training. Volume 1. New York: Macmillan, 1928.

<sup>3</sup>Institute of Social and Religious Research, New York City.

The above notes describe briefly several recent character education activities in non-Catholic centers. News writers of the past decade hailed the work as something quite novel. They were unfamiliar with the idea of character education as an integral part of the public school work. Today character education is recognized as an essential/<sup>in</sup>public school systems. Character training, as has been mentioned before, has ever been an essential part of Catholic education. In fact, it has been one of the reasons for its very existence. The Catholic religion is primarily a way of living. Our schools, elementary, secondary, and college, are interested in character education, not as something new to be located in curricula, but as a time honored objective that they desire to have profit by modern techniques and curriculum materials. Research students at Loyola University, Chicago, Marquette University, and at the Catholic University of America are engaged with character education studies. Without doubt other Catholic universities in the research programs of graduate schools are at work also on phases of character education. When one considers the large grants that support such research programs in the several non-Catholic centers he will understand more readily why the extent of production in our Catholic research departments is seemingly meagre in output.

## II

One purpose of the present investigation has been to find out if there is a concensus of opinion on when in the curriculum the school should assume this responsibility. The technique that was employed in preparing the list of virtues used in this study has been described in Chapter I. The resulting list was the following:

Charity	Prayer
To God	Obedience
To the neighbor	Respect for law
In loving him as oneself	Sincerity
In works of mercy	Loyalty
In forgiving injuries	Gratitude
In not judging others	Generosity
In making reconciliations	Fidelity in little things
In despising no one	Sorrow for sin
In giving good example	Penance
In not taking scandal	Patience
Hope	Meekness
Faith	Humility
Confidence	Watchfulness
Prudence	In avoidance of temptation
Justice	For false doctrines
Fortitude	Over affections
Temperance	For the hour of death
Moderation in use of food	Perseverance
Moderation in use of liquor	Zeal for souls and God's glory
Chastity	Devotion to the Blessed Virgin
Modesty	Perfection, Christian
Religion	Life of the Counsels

Before this list of Christian ideals was used for the purposes of the study, phrases descriptive of some of the virtues were assembled in order that those who would be questioned about the different virtues might consider them in a relatively similar manner. These descriptive phrases were taken from accepted theological authorities. For nine of the virtues (zeal, confidence, devotion to the Blessed Virgin, fidelity in little things, generosity, gratitude, loyalty, sincerity, and respect for law) it was considered unnecessary to use descriptive phrases.

In order to determine when in the curriculum each virtue or ideal should first receive attention a questionnaire was prepared.



This form gave to those who answered it an opportunity to tell, for each virtue, the grade, from first to twelfth, wherein they believed the virtue should first receive attention, and secondly, the grade or grades, wherein the same person felt there should be emphasis on the particular virtue in the school curriculum. A copy of the questionnaire may be found in the appendix of this study.

The answers to these forms were obtained from 915 religious teachers and from 1855 third and fourth year students in Catholic high schools in Chicago and the immediate vicinity.

TABLE I

CHARACTERISTICS OF THE DIFFERENT GROUPS CONTRIBUTING INFORMATION TO THE QUESTIONNAIRES

Number of elementary school teachers . . . . .	692
Number of parochial schools represented by these teachers . . . . .	48
Number of teachers in Catholic high schools for boys . . . . .	73
Number of high schools for boys represented by these teachers . . . . .	9
Number of teachers in Catholic high schools for girls . . . . .	150
Number of high schools for girls represented by these teachers . . . . .	10
Religious orders of women contributing answers . . . . .	22
Religious orders of men contributing answers . . . . .	7
Number of high school girls answering questionnaire . . . . .	1025
Number of high schools for girls represented by these girls . . . . .	8
Number of high school boys answering questionnaire . . . . .	830
Number of high schools for boys represented in answers . . . . .	7

TABLE I presents characteristics of the different groups that answered the questionnaire.

The investigation assumed that the religious teachers of Chicago, as a group, had had unusual experiential contacts with large numbers of children of different school groups and of different localities, representing a variety of cultural, social, racial and economic conditions. The investigation further hoped that the reaction of third and fourth year high school boys and girls, to the same material that religious teachers had considered, would present data of worth to the present study. Before deciding upon the last named group as a source of opinion the advantages and disadvantages accruing from the same were considered. This particular group of young people was finally decided upon for several reasons:

- (1) The study presupposed that, at least, during their high school years these boys and girls had had some type of systematic instruction on Catholic ideals.
- (2) High schools for boys and girls in Chicago represent pupils from a wide sampling of home conditions.
- (3) The investigation realized that because of their own youth these boys and girls were close to the moral needs of boys and girls in general.
- (4) The investigation assumed that many of these boys and girls had brothers and sisters and recognized their needs.

To be inserted on page 11.

In selecting teachers and pupils to co-operate with this study, special attention was given to procure a sampling of the different conditions represented in Chicago. Table I shows that teachers from twenty-two religious orders for women and seven orders for men contributed opinions. Not only was attention given to the representation of the religious orders in the sampling of teachers, but the local conditions, under which teachers were working, were considered important. Effort was made to obtain opinions from teachers engaged in a wide sampling of neighborhoods, i.e., those teaching among the well-to-do, the poor, the striving, the colored, and also in the neighborhoods of the different foreign elements. High schools for boys and girls were selected with the same attention to sampling. The schools used in the study were asked to co-operate because they were taught by religious of different orders, because they represented the central, north, south, and west sections of the city, because they taught children from a wide variety of homes, and because they were either large central high schools, very cosmopolitan in character, or private academies, represented by a more or less selected body of students. Table I gives the number of teachers contributing opinions, the number of schools represented by these teachers, and the number of high schools for girls and boys represented in the opinions of students. In order to get a sampling of student opinion, in the large high schools the entire fourth and third years did not contribute opinions, but only a portion of the entire group, selected by the principal or class teacher.

(5) Through many years of close contact with the high school girl the writer knew her to be more than ordinarily acute in analyzing the needs of others.

The technique followed in the distribution of the questionnaires consisted of:

1. Before approaching the teachers in the Catholic schools, the entire plan of the study was explained to Rev. D.F. Cunningham, the diocesan superintendent of schools. He gave his approval, not only to this first section of the work, but also to the second part that necessitated classroom contacts.

2. The study in its entirety was explained individually to the supervisors of instruction of ten religious communities teaching in Chicago. Of the ten supervisors to whom the investigation was presented nine gave immediate approval and promise of every possible co-operation from the teachers and schools of their respective orders. The writer is inclined to think that the one supervisor, who felt that the members of her community were already too busy to participate in the study, may have been approached injudiciously.

In every other case an appointment to see the supervisor was made over the telephone. Then in conference with her the writer explained the study. In the particular case under discussion it was difficult to arrange for an appointment, the work itself was explained over the

telephone, and it may have been misunderstood.

3. The questionnaires with few exceptions, were distributed in person by the writer to the principals of both elementary and secondary schools.

4. In calling upon the principals of the elementary schools the writer was careful to mention that the study had Father Cunningham's approval, and if the principal were a member of a community that had a supervisor of instruction resident in Chicago, the fact was also mentioned that the study had the Sister Supervisor's approval.

5. Not only was the study explained to each principal (or to his or her representative, in a few cases) but the questionnaire itself was shown, the manner of marking illustrated, and the suggestion was made that the teachers fill out the forms at a general study period.

6. The package of forms for each school was accompanied by a short descriptive sheet, asking each teacher to fill out the questionnaire, recalling at the same time his or her experience in life in general and with children in particular.

7. This sheet also gave the date on which the writer would call for the answered forms. The dates of delivery and call were a week apart.

8. Forms for the third and fourth year high school boys and girls were left with the different principals at the same time that forms for the teachers were left.

9. Accompanying each package of forms left for students to fill out, was a brief sheet of instructions, asking each one to recall, as he filled out the form, all that he remembered about his own personal needs, all that he had ever

observed about his brothers and sisters, and all that he had observed about the boys and girls he knew.

10. In the middle of the week a letter was sent to the principals, reminding them that on the morning of the date stated the writer would call at their respective offices for the answered questionnaires.

11. On the dates designated the forms were called for, in person, by the writer.

The co-operation received was most gratifying, both in promptitude, in character, and interest manifested. Of the fifty-seven schools asked to assist, there were only five that did not have the forms filled out by the appointed date.

# CHAPTER III

## GRADE PLACEMENT

As the reader inspects the numbers assembled in Table II, he will see how the different groups, elementary teachers, high school teachers, boys and girls, registered their opinions for those grades wherein they felt the virtue of love of God should first receive attention in the school curriculum.

TABLE II  
OPINIONS OF 2,770 ON THE GRADE AT WHICH LOVE OF GOD SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	392	15	307	82	529	1325	2045
2.....	66	5	197	11	106	385	
3.....	50	20	115	12	138	335	
4.....	52	8	95	7	78	240	
5.....	26	7	47	6	46	132	
6.....	28	6	19	7	48	108	480
7.....	28	3	11	3	25	70	134
8.....	27	5	10	4	19	64	
9.....	5	1	9	1	7	23	
10.....	6	0	2	1	3	12	
11.....	3	1	5	0	0	9	
12.....	3	0	1	1	2	7	57
Opinions not given	6	2	12	15	29	59	

Of the 2,770 who answered the questionnaire, 2,045 would place this virtue in the curriculum of the primary grades.

No attempt was made to find out why individuals placed a given virtue in a given grade. Without doubt the reasons of individuals would make an

enlightening piece of research, particularly in regard to a virtue of the nature of the one under present consideration. Did one person check as he did because of the character of the virtue itself? Did another check a given grade because of the child's ability to understand or because of the child's personal needs at the particular grade level designated? We do not know. The figures given in the tables of this study represent accumulated opinions; that is all. In Table II there is no striking divergence of opinion between groups that the reader will discover in some of the other tabular displays. Throughout this present discussion, tables will be interpreted by a process of simple inspection. Instead of speaking of single grades, the terms primary grades, intermediate grades, seventh and eighth grades, and high school will be used. The attitude of the present investigation is that children vary to too great a degree to consider them as members of particular single grades. It is for this reason that the groupings designated above are used throughout the study. While the term, junior high school, might have been adopted instead of the expression, seventh and eighth grades, it has not been employed because the present piece of curriculum work has been prepared for the use of Catholic schools, and up to the present, Catholic school systems in the United States, on the whole, have not been able to meet the junior high school need. In studying the figures presented in the various tables throughout this report it will be noted that seldom, for a given virtue, did all of the group who contributed answers give replies for the grade placement of every virtue listed. For some of the virtues, and particularly for those that present a seemingly abstract ideal, as



many as fifty of the boys and girls failed to check.

The replies of the different groups to the grades wherein the virtue of hope should first receive curriculum attention are exhibited in Table III. Here there is less agreement in opinion. Inspection of the column of totals shows that while 748 persons would have this virtue receive its first curriculum placement in the primary grades, 1,008 would place it in the intermediate grades. Examination of the opinions expressed by the group of elementary

TABLE III:  
OPINIONS OF 2770 ON THE GRADE AT WHICH HOPE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	89	14	91	6	127	327	
2.....	47	3	36	8	38	132	
3.....	111	3	60	19	96	289	748
4.....	80	5	100	15	137	337	
5.....	67	12	92	14	129	314	
6.....	67	9	121	11	149	357	1008
7.....	77	5	72	16	108	278	
8.....	72	5	105	8	106	296	574
9.....	32	2	30	4	36	104	
10.....	16	0	18	0	20	54	
11.....	3	2	9	3	5	22	
12.....	11	0	7	0	11	29	209
opinion not expressed	20	13	89	46	63	231	

teachers alone shows a wide spread of opinion. Nevertheless, as a group, there are more elementary teachers in favor of having the virtue receive primary curriculum placement than in favor of any other school group placement. Here again one wonders why these teachers would place the particular virtue under

discussion in a given grade. Were they thinking of the inherent nature of the virtue itself? or of the child nature? or perhaps of the ease or difficulty of classroom treatment? The writer is inclined to think that high school boys and girls had little to offer in valuable opinion for this particular virtue.

Table IV presents data on the virtue of faith. The column of totals shows that 1709 persons would put this virtue in the curriculum of the primary grades. Opinions of the different groups represent a relatively similar trend.

TABLE IV

OPINIONS OF 2770 ON THE GRADE AT WHICH FAITH IN GOD SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 592 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per grades of grades
1.....	363	22	238	76	445	1144	
2.....	39	4	88	7	114	252	
3.....	87	23	94	9	100	313	1709
4.....	47	6	95	15	126	289	
5.....	35	3	98	9	75	220	
6.....	34	5	77	4	45	165	674
7.....	26	7	22	4	22	81	
8.....	19	0	32	4	36	91	172
9.....	3	0	16	0	10	29	
10.....	0	0	3	3	3	9	
11.....	0	0	4	0	0	4	
12.....	0	0	3	0	2	5	47
Opinions not expressed	39	3	60	19	47	169	

In the questionnaire that was used for the purposes of this study, "Faith in God in time of calamity", "Faith in the Church", and "Faith manifested in acknowledging God before men" were also listed. A study of the data procured showed that "Faith in the Church" received primary grades placement

while "Faith in God in time of calamity" and "Faith manifested in acknowledging God before men" received placement in the curriculum of the intermediate grades.

The reader has already noted that for the purposes of the present study the virtue of charity has been treated from various angles. Table V gives data on placement in the curriculum of that form of charity which is manifested in "loving the neighbor as oneself". The column of totals shows that 1325 persons would have it receive primary curriculum placement while

TABLE V  
OPINIONS OF 2770 ON THE GRADE AT WHICH "LOVING THE NEIGHBOR / SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM" AS ONESELF"

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	215	14	123	48	289	689	
2.....	52	5	72	4	107	240	
3.....	88	19	116	13	160	396	1325
4.....	169	8	128	17	143	465	
5.....	75	8	118	20	105	326	
6.....	34	6	74	11	77	202	993
7.....	14	3	70	5	43	135	
8.....	19	4	61	9	43	126	261
9.....	5	1	20	3	7	36	
10.....	5	1	4	3	6	19	
11.....	3	1	9	3	1	17	
12.....	2	0	1	0	0	3	15
opinions not expressed	11	3	34	14	44	106	-

993 persons would locate it for the first time in the curriculum of the intermediate grades. Inspection of the table in detail will reveal that several groups present large numbers of persons who felt that the virtue should receive first curriculum placement in the fourth grade. It is due to this

particular trend in opinion that the total for the intermediate grades has a skew that it might not otherwise have had.

Charity, as it is manifested in the forgiveness of injuries, receives tabular treatment in regard to first curriculum placement, in Table VI. There were 1160 persons who would place this item, for the first time,

TABLE VI  
IN THE FORGIVENESS OF INJURIES  
OPINIONS OF 2770 ON THE GRADE AT WHICH CHARITY, MANIFESTED/ SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	193	12	70	46	205	526	
2.....	35	9	54	8	101	207	
3.....	76	3	87	11	136	313	1046
4.....	128	7	113	17	159	424	
5.....	84	11	136	19	135	385	
6.....	120	8	112	20	91	351	1160
7.....	28	3	87	11	72	201	
8.....	6	4	75	5	58	148	349
9.....	5	2	21	3	15	46	
10.....	4	0	4	0	7	15	
11.....	2	1	2	0	4	9	
12.....	2	0	5	1	1	9	79
opinion not expressed	9	13	64	9	41	136	

in the intermediate grades, and 1046 would locate it for the first time in the curriculum of the primary grades. It is rather interesting to see the comparatively large number of persons, from all groups, who would wait until later years to have this particular manifestation of charity receive its first attention in the school curriculum. The reader will note that in each column, the numbers that are listed for grades after the fourth, are not small. For

instance, in the column that records opinions of teachers of the elementary school, only 304, less than half of the total 692, feel that this act of charity enters into the primary child's life in such a way that the school should consider it of importance to receive attention in the curriculum. Are these teachers correct in their opinions? Or are those other individuals correct who would wait until the intermediate grades to have this item first appear in the curriculum? If adequate <sup>case</sup> reports were to be made on the behavior of typical individual children of the primary grades would data show that the primary school does not need to have any mention of this particular item in its curriculum? This particular field of investigation is one that is ripe for attention. The writer, for some time, has felt that typical character needs of the child of a given school group will be known only when there will have been made a sufficient number of case studies on the unsupervised behavior of children.

TABLE VII  
OPINIONS OF 2770 ON THE GRADE AT WHICH CHARITY, IN NOT JUDG- SHOULD FIRST RE-  
CEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	73	4	34	13	73	196	
2.....	20	2	20	6	48	96	
3.....	56	2	38	5	66	167	
4.....	139	7	88	10	158	402	459
5.....	76	20	95	23	142	356	
6.....	176	10	155	20	151	512	1270
7.....	60	8	128	20	123	339	
8.....	54	5	139	22	159	379	718
9.....	16	4	42	4	34	99	
10.....	4	2	22	3	10	41	
11.....	4	2	3	0	7	16	
12.....	3	1	5	1	1	11	167
Opinion not expressed	11	6	61	23	53	154	

In Table VII there are presented the opinions of the different groups on the first placement in the curriculum of charity, manifested in not judging others. Examination of the column of totals shows that 1,270 persons felt that the period of the intermediate grades is the first time that there is necessity for the school to present this to the child in the regular curriculum. In comparing the opinions of the boys and girls with those of the teachers there is a tendency on the part of the high school students to locate this manifestation of charity for its first school treatment at years later than those designated by the different groups of teachers. In connection with this particular table and with all those tables which present similar data for other virtues there is evidence of extreme positions held by a small number of individuals.

Table VII shows that there were eleven persons who would not have charity, manifested in not judging others, receive any curriculum attention until the fourth year of high school and Table III recorded even a more striking position with 29 individuals who would not put the virtue of hope in the curriculum before the fourth year of high school.

The figures accumulated on charity, manifested in despising no one, have been assembled in Table VIII. Of the 2,770 persons who expressed opinions on curriculum placement of the different ideals selected for the present study, 1,118 would have this particular phase of charity receive its first curriculum attention in the intermediate grades, and 986 would put it in the primary curriculum. However, another large number, 546, felt

TABLE VIII

IN DESPISING NO ONE

OPINIONS OF 2770 ON THE GRADE AT WHICH CHARITY, MANIFESTED / SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	182	12	70	39	243	546	
2.....	41	3	42	5	67	158	
3.....	65	6	71	12	128	282	985
4.....	95	5	104	12	150	366	
5.....	67	19	126	21	115	348	
6.....	153	8	113	14	116	404	1118
7.....	47	6	90	13	66	222	
8.....	25	4	92	9	67	197	419
9.....	10	0	30	2	23	65	
10.....	2	2	11	3	5	23	
11.....	4	3	12	0	4	23	
12.....	2	0	10	0	4	16	127
Opinions not expressed	0	5	59	20	37	121	

that the first grade itself was the time for first curriculum appearance.

Here again there is raised the question of securing more exact data on just when in child life is there first need for this virtue? The present report shows certainly a wide spread of opinion.

In Table IX, which exhibits data on charity, manifested in making reconciliations, 1074 persons would have this phase of charity receive its first attention in the school during the intermediate grades. Further inspection of the table will reveal that thirty-seven teachers of elementary grades felt that this particular aspect of charity should wait until the high school years to receive any attention in the curriculum. Without doubt, some of the opinions expressed by teachers of the different groups account for the present seemingly unusual curricular placement of certain ideals

23

TABLE IX      MAKING RECONCILIATIONS

OPINIONS OF 2770      ON THE GRADE AT WHICH CHARITY MANIFESTED IN / SHOULD FIRST RE-  
CEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teach- ers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	116	7	38	25	100	286	
2.....	26	2	20	7	45	100	
3.....	39	4	51	5	86	185	571
4.....	92	10	83	18	141	344	
5.....	83	18	88	13	108	310	
6.....	183	6	111	20	100	420	1074
7.....	46	8	136	15	150	355	
8.....	70	11	129	18	57	285	640
9.....	23	1	53	5	38	120	
10.....	6	2	29	3	15	55	
11.....	5	2	16	1	6	30	
12.....	3	0	6	0	8	17	
<i>Opinions not expressed</i>	0	2	70	20	171	263	222

and the seeming neglect of the same ideals in particular sections of the child's school life.

Charity, as it is lived in the works of mercy, is presented, with the opinions of the different groups, in Table X. Here, as elsewhere in

TABLE X      OF MERCY

OPINIONS OF 2770      ON THE GRADE AT WHICH CHARITY, IN THE WORKS/SHOULD FIRST RE-  
CEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teach- ers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	83	6	41	25	73	228	
2.....	32	2	28	2	50	114	
3.....	62	5	70	9	100	248	589
4.....	113	5	188	14	154	474	
5.....	81	21	158	20	194	474	
6.....	100	11	<del>189</del> 106	13	179	<del>483</del> 409	1327
7.....	75	12	123	19	95	332	
8.....	62	4	94	14	123	297	629
9.....	29	4	31	9	22	95	
10.....	16	0	11	4	13	43	
11.....	18	1	8	0	4	29	
12.....	17	0	2	0	2	21	
<i>Opinions not expressed</i>	4	2	0	21	16	45	189



this report, the reader will find little in unanimity of opinion.

Trends of agreement are, however, inevidence. 1381 persons think the intermediate grades should first make curriculum provision for this phase of charity. The reader's attention is called to the fact that the present discussion is limited to the time in the curriculum wherein a given ideal should first receive attention. No attempt has been made to find out how much attention, little or great, should be given to the ideal in the years that it first appears in the school curriculum. However, in a later section of this study there will be presented the results of our survey to discover where in the schools there should be special stress on the Catholic ideals discussed in the present study.

In Table XI there are presented the opinions of the various groups

TABLE XI

GIVING GOOD EXAMPLE

OPINIONS OF 2770 ON THE GRADE AT WHICH CHARITY MANIFESTED IN/SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	215	10	46	23	203	497	
2.....	37	1	44	5	152	239	
3.....	55	14	51	11	85	216	952
4.....	149	7	77	18	112	363	
5.....	91	8	93	25	126	343	
6.....	40	12	126	17	128	323	1029
7.....	44	7	109	16	100	276	
8.....	20	7	171	12	98	308	576
9.....	17	3	24	3	12	59	
10.....	4	0	20	1	7	32	
11.....	5	2	13	1	2	23	
12.....	6	0	19	1	8	34	148
opinions not expressed	9	2	37	17	0	65	

on the curriculum placement of that form of charity which manifests itself in giving good example. Inspection of Table XI shows that those who considered the problem, exhibit a wide spread of opinion. While close to 500 persons are agreed that this phase of charity should appear as early as the first grade in the school curriculum, there are hundreds of persons who would wait until the later years of the elementary school to have the school accept any responsibility for the inculcation of this ideal. The greatest tendency toward agreement is manifested by the 1029 individuals who would give this phase of charity its first curriculum attention in the intermediate grades.

One other phase of charity was studied separately in the present

TABLE XII  
IN NOT TAKING SCANDAL  
OPINIONS OF 2770 ON THE GRADE AT WHICH CHARITY, MANIFESTED/ SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	43	4	41	9	53	150	
2.....	13	0	21	3	26	63	
3.....	33	6	41	4	35	119	332
4.....	66	5	65	7	89	232	
5.....	62	5	70	7	97	241	
6.....	129	21	118	17	126	411	884
7.....	125	10	134	34	164	467	
8.....	136	10	185	31	225	587	1054
9.....	43	4	53	16	61	177	
10.....	17	1	18	8	37	81	
11.....	11	3	15	3	6	38	
12.....	10	1	16	2	12	41	337
Opinions not expressed	4	3	53	9	94	163	

investigation. In Table XII are figures that represent group and accumulated opinions on the curriculum placement of that form of charity which is

manifested in not taking scandal. Inspection of the table will show that 1,084 would locate it for the first time in the curriculum of the intermediate grades and 1,054 in the seventh and eighth grades. The reader will notice that there is a decided tendency to have this phase of charity ignored in the primary grades and to assume that it is located in the curriculum by the high school period.

On the questionnaire sheet that was used in the present study the virtue of prudence as it was listed was explained by this descriptive phrase "apprehending the good things of eternity and the means of attaining to them". This definition was taken from the Catholic Encyclopedia. The writer has since regretted that she did not consider prudence in the general

TABLE XIII  
OPINIONS OF 2770 ON THE GRADE AT WHICH PRUDENCE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	37	4	41	10	76	164	
2.....	11	0	26	3	45	85	
3.....	31	3	53	5	90	182	431
4.....	70	7	103	15	147	342	
5.....	77	0	112	10	160	359	
6.....	97	25	117	18	151	408	1107
7.....	119	8	111	15	99	352	
8.....	165	11	132	29	134	471	823
9.....	39	3	45	11	52	150	
10.....	35	2	27	5	25	94	
11.....	7	6	7	3	4	27	
12.....	8	1	3	2	1	15	286
Opinions not expressed	0	3	53	26	41	123	

7th note

moral sense as "doing the right thing at the right time".<sup>1</sup> In studying the data presented in Table XIII it is necessary that the reader remember that those who checked the questionnaire were influenced by the descriptive phrase that accompanied the word prudence on the questionnaire sheet. Inspection of Table XIII shows that 1172 would locate prudence in the curriculum, beginning with the intermediate grades. Further inspection will show that 823 persons would have it receive its first curriculum placement in the seventh and eighth grades.

In Table XIV there are presented the findings of the present study in regard to justice. First inspection shows that 906 would have

TABLE XIV  
OPINIONS OF 2770 ON THE GRADE AT WHICH JUSTICE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	300	15	143	76	372	906	
2.....	55	4	59	6	101	235	
3.....	52	5	73	18	91	239	1380
4.....	53	11	122	11	120	317	
5.....	90	8	118	7	105	328	
6.....	58	6	86	5	70	225	218 863
7.....	28	8	75	9	51	171	
8.....	32	7	77	4	57	177	348
9.....	21	0	30	1	15	67	
10.....	3	2	5	1	6	17	
11.....	4	0	12	0	3	19	
12.....	3	0	2	0	2	7	
Opinions not expressed	0	7	29	12	32	79	110

New York:

<sup>1</sup>Hill, Owen A., S.J. Ethics General and Special, Macmillan, 1920. p. 112

this ideal appear in the curriculum of the first grade while a total of 1,380 would have it appear in the curriculum of the primary grades, taken as a single group. One is rather surprised to note that 31 teachers of the elementary grades are of the opinion that the virtue of justice should not receive attention in the curriculum of the grades but should be placed, rather, in the high school curriculum only.

Opinions on the first placement of the virtue of fortitude in

TABLE XV  
OPINIONS OF 2770 ON THE GRADE AT WHICH FORTITUDE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	43	4	25	10	107	189	
2.....	4	1	17	11	20	53	
3.....	22	0	19	0	42	83	325
4.....	45	2	54	21	84	206	
5.....	35	8	76	11	99	229	
6.....	84	19	104	21	130	358	793
7.....	155	11	126	20	110	422	411
8.....	105	20	212	32	260	629	1040
9.....	128	5	80	8	87	308	
10.....	13	0	41	4	47	105	
11.....	15	2	20	5	18	60	
12.....	54	1	13	4	12	84	557
opinions not expressed	0	0	43	3	9	55	

the school curriculum are given in Table XV. Seventh and eighth grades represent the period in the school where 1,051 would have this ideal receive its first organized attention, while seven hundred ninety-three are in favor of putting fortitude in the curriculum of the intermediate

grades. Examination of the opinions expressed by several of the groups in regard to sixth grade placement will explain the total for the intermediate grouping. Further examination will show that 308 located this virtue for first curricular attention in the first year of high school. Inspection of the column that presents opinions of teachers of the elementary grades shows that 210 of the 692 teachers located fortitude in the high school for its first curriculum treatment.

Opinions on the first curriculum placement of the virtue of modesty

TABLE XVI  
OPINIONS OF 2770 ON THE GRADE AT WHICH MODESTY SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per grade
1.....	363	10	61	64	272	770	-
2.....	40	1	26	4	46	117	-
3.....	53	2	53	12	107	227	1114
4.....	80	10	89	15	143	337	-
5.....	78	7	120	12	115	332	-
6.....	33	12	138	13	115	312	981
7.....	20	8	111	4	89	232	-
8.....	10	8	133	6	79	236	468
9.....	3	1	48	2	15	69	-
10.....	3	0	21	0	3	27	-
11.....	2	2	7	1	2	14	120
12.....	2	0	7	0	1	10	-
Opinions not expressed	5	12	16	17	38	88	-

are presented in Table XVI. According to 1,114 persons modesty as a virtue should appear in the curriculum of the primary grades. In examining the table further there are not insignificantly small numbers of persons who

would have modesty as an ideal appear first in the curriculum of the intermediate grades and even receive its first attention in the seventh and eighth grades.

The distribution of opinions in regard to the curricular placement of the virtue of chastity is shown in Table XVII. The column of totals does

TABLE XVII  
OPINIONS OF 2770 ON THE GRADE AT WHICH CHASTITY SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	173	6	42	53	274	548	
2.....	29	2	32	6	66	135	
3.....	62	6	47	10	119	244	927
4.....	92	4	79	17	88	280	
5.....	83	5	92	14	89	283	
6.....	82	18	104	15	124	343	906
7.....	121	2	141	3	86	353	
8.....	36	6	146	10	65	263	616
9.....	3	4	72	3	27	69	
10.....	2	5	29	11	9	56	
11.....	2	1	23	0	3	29	
12.....	3	0	4	5	2	14	
opinions not expressed 4	14	19	3	73	113	168	

not present any very large number of persons holding the same opinion.

There were 927 individuals who would have the ideal of chastity first appear in the curriculum of the primary grades, 906 who would have it first appear in the curriculum of the intermediate grades and 616 who felt that it should first receive attention in the seventh and eighth grade groups. Although the total number of persons who would place this ideal in the primary curri-

culum is not large, there were 548 persons who felt that it should be in the first grade curriculum. Further study of Table XVII shows that 121 teachers of the elementary grades felt that seventh grade was adequate time for this virtue to appear for the first time in the curriculum content; that 146 boys checked eighth grade as the year while a study of the opinions of high school girls shows that they considered there was a need for this ideal in the primary and intermediate groups. The reader will remark a similarity of trend in the opinions of both groups of high school teachers and high school girls.

Table XVIII gives opinions on the first position in the curriculum

TABLE XVIII  
OF FOOD  
OPINIONS OF 2770 ON THE GRADE AT WHICH TEMPERANCE IN THE USE/ SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	287	8	98	62	300	755	
2.....	60	2	48	8	83	201	
3.....	51	7	89	13	145	305	1261
4.....	58	8	134	21	150	371	
5.....	33	18	124	11	87	273	
6.....	97	8	86	5	84	280	924
7.....	38	7	75	5	56	181	
8.....	23	3	85	2	53	166	347
9.....	13	3	44	7	10	77	
10.....	4	3	11	2	6	26	
11.....	1	2	4	1	1	9	
12.....	8	2	1	1	1	13	125
Opinions not expressed	19	2	31	12	49	113	

of the ideal/temperance, manifested in moderation in the use of food. There



were 1,261 persons who would place this ideal in the primary grades and 924 individuals who would give it curriculum attention for the first time in the intermediate grades. Opinions on the curriculum placement of that form of temperance which is manifested by moderation in the use of liquor are given in Table XIX. Inspection shows that 1,029 persons felt that the

TABLE XIX  
OF LIQUOR  
OPINIONS OF 2770 ON THE GRADE AT WHICH TEMPERANCE IN THE USE/ SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 75 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	44	0	17	9	22	92	
2.....	17	1	3	0	6	27	
3.....	19	2	6	3	22	52	171
4.....	15	4	10	1	37	67	
5.....	34	1	30	8	51	124	
6.....	42	1	55	17	81	196	387
7.....	50	5	58	17	92	222	
8.....	238	28	208	39	282	795	1017
9.....	141	9	162	18	176	504	
10.....	43	6	105	8	54	216	
11.....	12	8	92	5	54	171	1029
12.....	18	8	61	5	46	138	
opinions not expressed	19	0	23	22	102	166	

high school period was adequate time for boys and girls to meet this ideal

for the first time in the organized curriculum. There were 1,017, however, who felt that the seventh and eighth grades represented the appropriate time for such placement. A more detailed analysis of this column of totals reveals that there were 795 persons who considered the eighth grade curriculum the appropriate place for this ideal to appear for the first time, and that there were 504 persons who favored the first year high school curriculum.

The prevailing attitude on the curriculum placement of sincerity of the groups who contributed to the present study is exhibited in Table

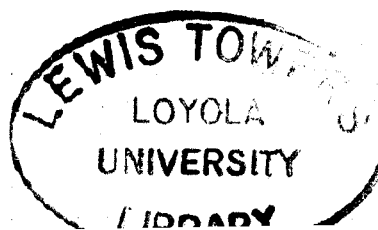
XX. There were 1,090 individuals who felt that sincerity should receive

TABLE XX  
OPINIONS OF 2770 ON THE GRADE AT WHICH SINCERITY SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	214	19	65	70	180	548	
2.....	149	4	23	3	58	237	
3.....	91	5	63	19	127	305	1090
4.....	81	9	117	7	151	365	
5.....	58	3	125	13	132	331	
6.....	42	14	138	6	126	326	1022
7.....	27	4	102	9	95	237	
8.....	12	9	105	7	87	290	527
9.....	5	2	41	4	20	72	
10.....	1	0	13	3	10	27	
11.....	1	2	13	0	3	19	
12.....	0	0	4	0	3	7	
opinions not expressed	11	2	21	9	33	76	125

first curriculum attention in the primary grades and 1,022 who would locate it for the first time in the curriculum of the intermediate grades. In studying the figures presented there is a tendency on the part of the boys and girls to place the ideal of sincerity at a later year in the curriculum than is done by the different groups of teachers contributing opinions.

In Table XXI there is a summary of opinion on the grade at which respect for law should first receive attention in the school curriculum.



Inspection of the column of totals shows that 1,068 would have this

TABLE XXI

OPINIONS OF 2770 ON THE GRADE AT WHICH RESPECT FOR LAW SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	221	10	79	33	135	478	
2.....	33	2	29	7	53	124	
3.....	84	7	52	7	51	201	803
4.....	91	13	95	18	123	340	
5.....	114	5	118	24	125	386	
6.....	55	11	128	18	130	342	1068
7.....	39	8	97	18	112	274	
8.....	25	12	118	12	176	343	617
9.....	6	2	38	1	33	80	
10.....	2	2	22	0	12	38	
11.....	3	0	9	1	5	18	154
12.....	7	0	6	0	5	18	
Opinions not expressed	12	1	39	11	65	128	

ideal receive its first attention in the curriculum of the intermediate grades.

TABLE XXII

OPINIONS OF 2770 ON THE GRADE AT WHICH OBEDIENCE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	565	35	474	105	4785	1964	
2.....	20	5	74	6	73	178	
3.....	30	6	90	8	31	165	2307
4.....	27	4	56	10	50	147	
5.....	13	2	41	3	23	82	
6.....	7	3	26	1	15	52	281
7.....	4	2	10	2	8	26	
8.....	3	0	18	1	7	29	55
9.....	0	1	7	0	0	8	
10.....	0	0	3	0	0	3	
11.....	0	0	0	0	0	0	
12.....	0	0	1	0	0	1	12
Opinions not expressed	23	15	36	14	33	115	

The virtue of obedience from the standpoint of first appearance in the curriculum is treated in Table XXII. Here there is a noticeable trend of agreement. Of the 2,770 who answered the questionnaire, 2,307 would have this ideal present in the curriculum of the primary grades. In this table, as has been characteristic of the others exhibited, there is shown a tendency of a small group of individuals to wait until the seventh and eighth grades and even until high school to locate a given ideal in the school curriculum. One wishes that it were possible to find out why these particular persons express such an opinion. The writer is inclined to think that the term "curriculum placement" may imply to them <sup>an</sup> abstract instructional program that is entirely foreign to the intentions of the present study.

In presenting the opinions on prayer and its first location in

TABLE XXIII  
OPINIONS OF 2770 ON THE GRADE AT WHICH PRAYER SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	610	42	550	110	697	2009	
2.....	26	2	88	3	89	208	
3.....	27	3	70	11	71	182	2399
4.....	5	6	23	5	50	89	
5.....	5	4	28	1	37	75	
6.....	9	1	23	3	30	66	230
7.....	2	1	20	2	6	31	
8.....	1	1	14	1	11	28	59
9.....	0	0	5	0	1	6	
10.....	0	0	4	0	1	5	
11.....	0	0	0	0	1	1	12
12.....	0	0	0	0	0	0	
opinions not expressed	7	13	5	14	31	70	

the school curriculum, Table XXIII shows that 2,399 persons are agreed that the ideal should first appear in the curriculum of the primary grades. In connection with prayer the reader will not find the decided spread of opinion that has characterized the opinions held by individuals in connection with other ideals and their place in the curriculum.

Opinions on the virtue of self denial and its position in the curriculum are exhibited in Table XXIV. Inspection shows that 1,037

TABLE XXIV-  
OPINIONS OF 2770 ON THE GRADE AT WHICH SELF DENIAL SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	163	6	20	33	58	282	
2.....	26	2	17	12	24	81	
3.....	69	4	36	10	84	203	566
4.....	70	8	67	19	139	303	
5.....	60	10	93	17	135	315	
6.....	158	7	82	7	165	419	1137
7.....	68	10	103	10	138	329	
8.....	34	11	135	10	130	320	649
9.....	22	2	60	6	61	151	
10.....	9	10	26	5	11	61	
11.....	3	0	14	0	10	27	
12.....	4	0	7	0	5	16	255
Opinions not expressed	6	3	170	21	65	266	

would put this ideal for its first curricular attention, in the program of the intermediate grades. Table XXIV shows a spread of opinion that seems to be characteristic of much of the data obtained during the present study.

Table XXV, however, presents a closer uniformity of idea. In

TABLE XXV  
OPINIONS OF 2770 ON THE GRADE AT WHICH RELIGION SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	537	39	394	98	655	1723	
2.....	37	3	94	2	87	223	
3.....	30	5	94	9	85	223	2164
4.....	34	1	78	7	56	176	
5.....	19	4	63	4	32	122	
6.....	11	1	27	6	29	74	372
7.....	7	1	22	1	19	50	
8.....	14	7	16	6	19	62	112
9.....	5	2	14	1	6	28	
10.....	1	0	0	1	1	3	
11.....	1	0	1	0	0	2	
12.....	1	1	0	0	0	2	35
opinions not expressed	0	9	27	15	36	87	

checking their opinions on the virtue of religion 2,169 would locate this ideal in the curriculum of the primary grades. Inspection of separate columns will reveal the character of reaction represented by the different groups of persons for the first curricular placement of religion in the school curriculum.

For the first location of the virtue of humility in the curriculum 1,042 would place it in the intermediate grades. Inspection of Table XXVI shows, however, that large numbers of teachers would defer curriculum attention of this ideal until even the seventh and eighth grades. Here

again, it would be enlightening to know the actual reasons that directed

TABLE XXVI

OPINIONS OF 2770 ON THE GRADE AT WHICH HUMILITY  
SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

SHOULD FIRST RE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per grade of grades
1.....	22	6	20	14	88	150	
2.....	11	0	11	3	34	59	
3.....	34	6	60	9	98	207	416
4.....	71	2	95	10	142	320	
5.....	111	7	107	12	145	382	
6.....	100	8	141	21	170	440	1142
7.....	72	27	134	26	123	382	
8.....	163	7	133	22	124	449	831
9.....	55	4	49	7	33	148	
10.....	15	2	25	3	10	55	
11.....	8	2	8	3	5	26	
12.....	6	1	4	2	3	16	245
Opinions not expressed	24	1	43	18	30	136	

individuals in checking certain grades as the place in the curriculum for given ideals to receive curriculum attention.

Examination of Table XXVII shows data obtained relative to the curricular placement of the virtue of meekness. According to 1,109 persons the curriculum of the intermediate grades should provide for this ideal. There were, however, 509 individuals who would locate this virtue in the first grade curriculum. It is noticeable in Table XXVII as in earlier tables, that the opinions of the high school groups have a tendency

TABLE XXVII

OPINIONS OF 2770 ON THE GRADE AT WHICH WEAKNESS SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	166	14	90	43	196	509	
2.....	36	4	48	8	69	165	
3.....	80	5	91	14	132	322	996
4.....	108	5	107	23	140	383	
5.....	88	7	142	14	139	390	
6.....	75	20	91	10	140	336	1109
7.....	63	11	91	6	78	249	
8.....	39	5	89	11	70	214	463
9.....	12	0	38	3	19	72	
10.....	8	1	13	1	8	31	
11.....	4	0	3	1	4	12	123
12.....	3	0	4	0	1	8	
Opinions not expressed	10	1	23	16	29	79	



for later placement than the opinions of the different groups of teachers.

Patience as an ideal and demanding curriculum placement is located in the intermediate grades, according to a total of 1,038 persons. Table

TABLE XXVIII

OPINIONS OF 2770 ON THE GRADE AT WHICH PATIENCE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per group of grades
1.....	62	11	40	12	107	232	
2.....	18	1	45	7	42	113	
3.....	67	2	48	12	76	205	550
4.....	85	3	98	16	26	228	
5.....	109	3	122	19	155	408	
6.....	99	7	125	19	152	402	1038
7.....	73	13	118	11	120	335	
8.....	83	25	135	18	84	345	680
9.....	62	2	51	3	36	154	
10.....	22	0	17	6	17	62	
11.....	4	0	11	4	4	23	254
12.....	4	2	5	0	4	15	
opinions not expressed	4	4	15	23	212	248	

XXVIII exhibits the spread of opinion in regard to this placement. It is rather interesting to note that by the opinions of boys and boys' teachers, this virtue would receive its first curriculum attention in the seventh and eighth grades. One wonders if this is a chance result or if a more penetrating study would reveal that there are certain moral needs of the boys that appear at a later date than those of the girl. From the standpoint of

physiological and psychical development, scientific studies show that the girl is in advance of the boy up to and through the first years of adolescence.

Inspection of the column of totals of Table XXIX will show that

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per group of grades
1.....	241	18	150	40	318	767	
2.....	36	14	108	10	107	275	
3.....	161	9	93	16	151	430	1472
4.....	102	7	98	18	128	353	
5.....	52	10	121	23	107	313	
6.....	46	2	66	7	67	188	854
7.....	16	5	65	6	44	136	
8.....	22	5	52	14	44	137	273
9.....	4	1	23	4	7	39	
10.....	4	1	8	1	3	17	
11.....	3	0	3	1	2	9	
12.....	3	0	1	0	1	5	
opinions not expressed	2	1	42	10	46	101	70

1,472 persons located, according to their opinions, fidelity to little things in the curriculum of the primary grades. There are, nevertheless, a number of persons who located it elsewhere. For instance, 200 teachers of the elementary grades would give it its first curriculum attention in the intermediate grades, 38 others would wait until the seventh and eighth grades, while 14 would not have it in the curriculum until the high school period.

The opinions of the various groups on the earliest curriculum placement for devotion to the Blessed Virgin are summarized in Table XXX.

TABLE XXX

OPINIONS OF 2770 ON THE GRADE AT WHICH DEVOTION TO MARY SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 592 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	567	25	170	97	375	1181	
2.....	56	9	74	11	186	336	
3.....	26	7	95	6	138	272	1789
4.....	10	10	170	3	115	308	
5.....	5	3	94	2	65	169	
6.....	7	5	88	2	55	157	634
7.....	5	1	39	3	30	78	
8.....	8	1	29	3	27	68	146
9.....	0	0	20	0	10	30	
10.....	0	0	13	0	4	17	
11.....	0	0	3	0	2	5	
12.....	0	0	1	0	2	3	55
Opinions not expressed	8	12	34	23	16	93	

There are 1,789 persons who would locate the virtue in the primary curriculum, while 634 would wait until the intermediate grades, 146 until seventh and eighth grades, and 55 until the high school. The reader's attention is called to the fact that not a single teacher from any of the groups would wait until the high school period for curriculum provision for this virtue, and only 21 teachers would wait until the seventh and eighth grades.

In Table XXXI 1,687 persons placed the virtue of generosity in the curriculum of the primary grades. Examination of the table in

TABLE XXXI  
OPINIONS OF 2770 ON THE GRADE AT WHICH GENEROSITY SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	454	21	180	77	464	1196	
2.....	48	8	50	11	103	220	
3.....	55	3	84	11	118	271	1687
4.....	43	5	121	9	101	279	
5.....	30	6	91	13	74	214	
6.....	10	7	82	7	49	155	648
7.....	7	0	78	1	32	118	
8.....	11	7	62	7	34	121	239
9.....	6	1	31	1	7	46	
10.....	4	1	12	0	2	19	
11.....	3	0	1	0	0	4	
12.....	3	1	1	0	2	7	76
opinions not expressed	18	13	27	13	29	120	

detail will show that the boys and girls are responsible for most of the opinions that would locate generosity in later periods of the school curriculum. However, there were 16 teachers of the elementary school who were of the opinion that this ideal should wait until the high school years to appear in the curriculum.

For the virtue of gratitude 1,527 persons are recorded in Table XXXII as expressing the opinion that this ideal should be in the curriculum

of the primary grades. Inspection of the table reveals a wide distribution

TABLE XXXII  
OPINIONS OF 2770 ON THE GRADE AT WHICH GRATITUDE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	493	24	152	73	343	1085	
2.....	65	1	58	6	72	202	
3.....	34	5	78	12	121	250	1537
4.....	33	3	240	8	117	401	
5.....	9	10	104	5	108	236	
6.....	14	3	72	12	75	176	813
7.....	7	2	56	5	42	112	
8.....	5	3	15	11	72	106	218
9.....	3	4	10	2	13	32	
10.....	2	3	1	0	4	10	
11.....	3	1	1	0	0	5	
12.....	2	0	1	0	1	4	
Opinion not expressed	22	14	42	16	57	151	51

of opinion. Without doubt the reader is accustomed by this time to the trend that is manifested in almost every table by the opinions of the high school students and by the small group of teachers who have a tendency to wait until the later school years to make curriculum provision for the various ideals.

Loyalty, in regard to first curriculum placement, is presented in Table XXXIII. Opinions are various in regard to the school period that should make curriculum provision for the first time for this particular ideal. The column of totals shows that 1,084 persons would place loyalty

for the first time in the curriculum of the intermediate grades, 733

TABLE XXXIII

OPINIONS OF 2770 ON THE GRADE AT WHICH LOYALTY SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	140	9	77	22	150	407	
2.....	35	3	27	4	49	118	
3.....	50	2	59	9	88	208	733
4.....	97	16	83	19	147	362	
5.....	101	8	101	15	132	357	
6.....	119	7	117	15	107	365	1084
7.....	68	11	96	21	99	295	
8.....	50	13	121	29	141	354	649
9.....	7	1	52	3	38	101	
10.....	8	0	11	0	5	24	
11.....	7	0	2	0	1	10	
12.....	6	1	3	0	3	13	148
opinion not expressed	4	2	81	13	65	165	

would place it in the primary curriculum, and 649 persons would wait until the period of the seventh and eighth grades.

According to Table XXXIV the virtue of perseverance should first appear in the curriculum during the intermediate grades. There are 1,018 persons who checked this as their opinion. However, attention should be called to the fact that 900 checked the period of the seventh and eighth grades and 407 the period of the high school years. It is worth noting that of these 407 persons who felt the high school period was adequate time for the ideal of perseverance to appear in the curriculum 149 were teachers of the elementary grades and thirty-

one were high school teachers.

TABLE XXXIV

OPINIONS OF 2770 ON THE GRADE AT WHICH PERSEVERANCE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	58	6	23	8	44	139	
2.....	16	2	11	4	27	60	
3.....	35	4	36	11	41	127	926
4.....	91	6	64	13	105	279	
5.....	60	8	105	14	125	312	
6.....	117	8	132	9	161	407	998
7.....	83	7	122	27	120	359	
8.....	112	22	169	22	216	541	532 891
9.....	113	4	68	9	82	276	
10.....	10	1	21	10	24	66	
11.....	17	1	10	0	10	38	
12.....	9	2	7	4	5	27	407
Opinions not expressed	0	2	62	19	65	148	

Confidence in the providence of God as a curriculum item is

TABLE XXXV

PROVIDENCE OF GOD

OPINIONS OF 2770 ON THE GRADE AT WHICH CONFIDENCE IN THE/ SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	160	9	93	28	167	457	
2.....	29	7	50	3	64	153	
3.....	63	3	87	7	103	263	873
4.....	159	4	102	9	122	396	
5.....	52	6	118	18	99	293	
6.....	74	9	103	17	152	355	1044
7.....	56	13	88	12	130	299	
8.....	58	7	70	21	102	258	557
9.....	19	0	62	3	30	114	
10.....	7	1	12	4	18	42	
11.....	7	1	7	4	4	23	
12.....	5	1	6	2	3	17	196
Opinions not expressed	3	12	32	22	31	100	

presented in Table XXXV. There were 1,044 persons in the different groups who felt that it should receive its first attention in the curriculum during the intermediate grades. Still, the 457 persons who felt that it should appear in the curriculum of the first grade are not few in number, neither are the 196 who would place it first in the high school.

In Table XXXVI watchfulness in the avoidance of temptation is treated as a curriculum item from the standpoint of the period at which it should first appear in the curriculum. There are 1,203

TABLE XXXVI

AVOIDANCE OF TEMPTATION

OPINIONS OF 2770 ON THE GRADE AT WHICH WATCHFULNESS IN THE / SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	56	8	46	21	96	227
2.....	47	3	37	12	85	184
3.....	82	8	129	19	138	376
4.....	113	13	130	22	165	443
5.....	87	9	132	19	149	396
6.....	98	18	102	9	137	364
7.....	104	6	88	9	104	311
8.....	58	8	89	6	96	257
9.....	17	0	27	5	19	68
10.....	9	0	21	1	9	40
11.....	5	0	8	0	0	13
12.....	7	0	3	1	6	17
<i>Opinions not expressed</i>	9	0	18	26	21	74

*Total per groups of grades*

*787*

*1203*

*568*

*138*

persons who placed it in the curriculum of the intermediate grades.



With the exception of the opinions checked by a small number of elementary teachers, there is a fairly similar trend in the distribution of opinions expressed by the different groups. In Table XXXVII watchfulness over affections is presented as a curriculum problem. Inspection of the column of totals shows that 1,153 persons considered the curriculum of the seventh and eighth grades as the place wherein this item should first receive curriculum attention.

TABLE XXXVII AFFECTIONS  
OPINIONS OF 2770 ON THE GRADE AT WHICH WATCHFULNESS OVER / SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per group of grades
1.....	13	1	16	3	25	58	
2.....	4	1	5	1	14	25	
3.....	10	1	19	1	29	60	143
4.....	17	0	43	3	50	113	
5.....	65	6	55	7	73	206	
6.....	165	19	82	11	111	388	767
7.....	157	7	98	29	286	577	
8.....	161	14	211	37	153	576	1153
9.....	52	7	111	15	106	491	
10.....	10	4	50	11	65	140	
11.....	17	8	39	8	31	103	
12.....	13	1	31	8	15	68	602
opinions not expressed	8	4	70	16	67	165	

Still, of the 73 teachers of high school boys, nineteen would have placed this item in the sixth grade curriculum.

Table XXXVIII presents data on the first curricular place-

ment of watchfulness for false doctrines. One thousand three hundred eight persons would put this item in the curriculum of the

TABLE XXXVIII  
DOCTRINES  
OPINIONS OF 2770 ON THE GRADE AT WHICH WATCHFULNESS FOR FALSE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per groups of grades
1.....	6	1	30	2	75	114	
2.....	2	0	11	2	14	29	
3.....	9	0	25	2	33	69	212
4.....	10	2	30	1	55	98	
5.....	38	3	69	3	67	180	
6.....	93	3	72	5	120	293	282 560
7.....	129	21	116	14	141	421	418
8.....	296	17	213	59	302	887	1305
9.....	48	9	110	19	129	315	
10.....	22	10	44	9	46	131	
11.....	11	6	45	9	31	102	
12.....	19	4	16	9	23	71	619
Opinions not expressed	9	0	19	16	0	44	

seventh and eighth grades. In examining in detail the tendency of the opinions expressed, the seventh, eighth, and ninth grades represent the specific years that individuals checked most frequently.

Table XXXIX presents opinion on the first placement in the curriculum of watchfulness for the hour of death. Individuals show little agreement in the figures tabulated in the column of totals. There were 987 who would put this item in the curriculum of the intermediate grades, 824 who would put it in the seventh and

eighth grades and 321 who would wait until the high school years.

TABLE XXXIX

HOUR OF DEATH

OPINIONS OF 2770 ON THE GRADE AT WHICH WATCHFULNESS FOR THE / SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per group of grades
1.....	42	7	57	12	102	220	
2.....	25	2	30	8	45	110	
3.....	50	2	57	8	74	191	521
4.....	59	6	92	13	114	284	
5.....	85	6	92	19	119	321	
6.....	97	10	121	19	135	382	987
7.....	74	18	85	18	141	336	
8.....	161	11	138	19	159	488	824
9.....	20	3	44	7	56	130	
10.....	30	1	26	1	21	79	
11.....	20	2	27	5	13	67	
12.....	9	0	21	3	12	45	321
Opinions not expressed	20	3	40	18	34	117	

Sorrow for sin is treated in tabular form in Table XL. There

TABLE XL

OPINIONS OF 2770 ON THE GRADE AT WHICH SORROW FOR SIN SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per group of grades
1.....	202	0	97	56	205	560	
2.....	151	8	132	24	222	537	
3.....	178	13	173	17	241	622	1719
4.....	60	8	143	9	145	365	
5.....	25	11	107	9	95	247	
6.....	21	5	88	8	51	173	785
7.....	21	3	53	6	29	112	
8.....	12	3	20	7	18	60	172
9.....	3	0	7	1	4	15	
10.....	3	0	4	0	1	8	
11.....	3	0	1	0	2	6	
12.....	3	0	0	0	2	5	
Opinions not expressed	10	22	5	13	10	60	34

were 1,519 persons who would put sorrow for sin in the curriculum of the primary grades and 785 who would put it for the first time in the curriculum of the intermediate grades. While the reader has become accustomed to the trend manifested by the checks of the high school groups, the opinions expressed by several of the teachers of the elementary grades to place this item in the high school curriculum are noticeable in their singularity.

In Table XLI the opinions assembled show that 1,213 persons

TABLE XLI  
OPINIONS OF 2770 ON THE GRADE AT WHICH PENANCE SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total for groups
1.....	83	8	53	15	121	280	1213
2.....	129	6	108	21	171	435	
3.....	88	6	163	21	220	498	1112
4.....	108	18	168	23	167	484	
5.....	70	11	120	19	125	345	323
6.....	89	7	94	12	81	283	
7.....	88	9	51	13	53	214	64
8.....	22	2	41	12	32	109	
9.....	4	1	20	3	12	40	58
10.....	2	0	4	0	5	11	
11.....	2	0	0	0	1	3	36
12.....	4	0	3	2	1	10	
Opinions not expressed	3	5	5	9	36	58	

would place the virtue of penance in the primary curriculum and 1,112

would have it appear for the first time in the curriculum of the intermediate grades. A study of the table will show that 2,325 of the

2,770 persons were agreed that at least somewhere in the first six grades penance should receive its first curriculum attention.

What the various groups think of the life of the counsels

TABLE XLII  
LIFE OF THE COUNSELS  
OPINIONS OF 2770 ON THE GRADE AT WHICH INSTRUCTION ON THE / SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per grade
1.....	12	2	14	3	15	46	
2.....	1	0	5	0	7	13	
3.....	2	1	23	3	24	53	112
4.....	9	1	30	1	46	87	
5.....	25	1	38	3	48	115	
6.....	82	7	101	20	101	311	513
7.....	84	10	115	15	135	359	
8.....	197	24	216	48	317	802	1161
9.....	66	17	75	10	106	274	
10.....	81	5	40	10	66	202	
11.....	52	3	28	6	11	200	833
12.....	74	0	27	8	48	157	
Opinions not expressed	7	2	118	23	101	251	

in regard to curricular placement may be seen in Table XLII. Inspection of the column of totals shows that 1,161 would have this item appear for the first time in the curriculum of the seventh and eighth grades and 833 would wait until the high school years. It is of interest to note that 273 elementary teachers alone would have this item wait until the high school period to receive any curricular attention.

Zeal seems to be another virtue about which there is,

speaking relatively, little agreement. As the reader studies Table

TABLE XLIII  
OPINIONS OF 2770 ON THE GRADE AT WHICH ZEAL SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total per grade	Total per grade
1.....	68	3	33	14	38	158	
2.....	12	0	13	2	26	53	
3.....	20	4	26	6	53	109	320
4.....	36	2	55	11	82	186	
5.....	42	4	73	17	91	227	
6.....	80	7	121	19	160	387	800
7.....	92	10	97	18	119	336	
8.....	146	21	186	35	188	576	912
9.....	67	4	65	13	90	239	
10.....	36	1	40	5	44	126	
11.....	52	2	24	2	29	109	
12.....	30	2	11	2	15	60	534
Opinions not expressed	11	13	86	6	70	206	

XLIII he will note the wide spread of opinion. The greatest tendency towards agreement may be observed when 912 considered the seventh and eighth grades the school level at which zeal should receive its first curricular attention.

Table XLIV gives the opinion of the different groups on the first placement in the curriculum of christian perfection. There were 952 persons who felt that this ideal should first appear in the curriculum of the seventh and eighth grades. For the other grade groups there is considerable spread of opinion. Christian perfection seems

to be another one of these ideals about which there is not any decided

TABLE XLIV

OPINIONS OF 2770 ON THE GRADE AT WHICH CHRISTIAN PERFECTION SHOULD FIRST RECEIVE ATTENTION IN THE SCHOOL CURRICULUM

Grades	Opinions of 592 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total	Total per grade
1.....	13	7	40	5	77	142	
2.....	4	0	27	1	37	69	
3.....	10	3	57	2	72	144	955
4.....	17	2	69	4	83	175	
5.....	46	3	98	11	86	244	
6.....	69	8	126	6	127	338	757
7.....	76	10	98	14	124	322	
8.....	224	15	152	32	207	630	952
9.....	53	4	68	21	67	213	
10.....	89	12	19	10	30	160	
11.....	27	4	12	8	15	66	
12.....	52	3	19	10	31	115	554
opinions expressed	12	2	45	26	69	154	

opinion for curricular placement.

In summary form Table XLV shows the grades at which opinion would place the ideals listed in the school curriculum for the first time. A brief inspection will show that there are seventeen virtues that more persons would put in the primary curriculum than elsewhere, nineteen virtues that opinion would have receive first curriculum attention in the intermediate grades, six virtues that would be placed in the seventh and eighth grades, and one only would wait until the high school period to receive curriculum consideration.

~~In~~ Table XLV, on the following page, <sup>that</sup> ~~there is presented~~ in  
summary form the grades wherein the virtues studies in this investi-  
gation should receive first curriculum attention according to the  
findings of the study. <sup>was prepared according to</sup> ~~In preparing this summary~~ the following technique,  
~~was used~~. For each of the five groups contributing opinions the number  
one was assigned to that grade where the plurality thought the virtue  
should be introduced, the number two to that grade receiving the  
second highest number of votes, etc. The index numbers obtained in  
this way were totaled for each grade, and the virtue was then assigned  
to that grade with the smallest total. Table XLV presents not only the  
grade placement for each virtue but an analysis of the opinions of the  
2,770 persons, as expressed for a particular virtue at the grade desig-  
nated, in the form of rank or index numbers, tabulated under the group  
headings. Inspection of the table will show that twenty-two virtues are  
listed for first curriculum placement in the first grade, one virtue in  
the third grade, four virtues in the fourth grade, one in the fifth,  
four in the sixth, and eleven in the eighth grade. According to the  
above method of analyzing the data, all the virtues should be found in  
the curriculum before the ninth grade.



TABLE XLV

GRADES WHEREIN THE VIRTUES LISTED SHOULD FIRST RECEIVE CURRICULUM ATTENTION AS DETERMINED BY RANKING THE OPINIONS ON GRADE PLACEMENT OF THE FIVE DIFFERENT GROUPS CONTRIBUTING TO THE PRESENT STUDY

Virtues	Grade for first curriculum placement	Index numbers for this particular grade for each of the groups contributing opinions					Total of index numbers
		Grade teachers	High School teachers - boys'	High School teachers - girls'	High school boys	High school girls	
Love of God.....	I	1	2	.1	1	1	6
Faith.....	I	1	2	1	1	1	6
Loving the neighbor as one-self.....	I	1	2	1	2	1	7
Forgiving injuries.....	I	1	1	1	7	1	11
Despising no one.....	I	1	2	1	7	1	12
Giving good example.....	I	1	3	2	7	1	14
Justice.....	I	1	1	1	1	1	5
Modesty.....	I	1	2.5	1	6	1	11.5
Chastity.....	I	1	3	1	8	1	14
Temperance: Use of food....	I	1	3	1	3	1	9
Sincerity.....	I	1	1	1	6	1	10
Respect for law.....	I	1	4	1	6	2	14
Obedience.....	I	1	1	1	1	1	5
Prayer.....	I	1	1	1	1	1	5
Religion.....	I	1	1	1	1	1	5
Meekness.....	I	1	2	1	6	1	11
Fidelity in little things...	I	1	1	1	1	1	5
Devotion to Mary.....	I	1	1	1	1.5	1	5.5
Generosity.....	I	1	1	1	1	1	5
Gratitude.....	I	1	1	1	2	1	6
Loyalty.....	I	1	4	2	6	1	14
Confidence in the Providence of God.....	I	1	2.5	1	4	1	9.5
Sorrow for sin.....	III	2	1	3	1	1	8
Penance.....	IV	2	1	1	1	3	8
Self Denial.....	IV	3	5	2	5	2	17
Hope.....	IV	3	5	3	3	2	16
Watchfulness in the avoidance of temptation.....	IV	1	2	1	2	1	7
Works of Mercy.....	V	4	1	2	2	1	10
Charity in not judging others	VI	1	2	3.5	1	3	10.5
Charity in making reconciliations.....	VI	1	6	2	3	4.5	16.5
Humility.....	VI	3	2	3	1	1	10
Patience.....	VI	2	4	1.5	2	2	11.5
Watchfulness for false doctrines.....	VIII	1	2	1	1	1	6
Watchfulness over affections	VIII	2	2	1	1	2	8
Watchfulness for the hour of death.....	VIII	1	2	2	1	1	7
Zeal.....	VIII	1	1	1	1	1	5
Life of the Counsels (Instruction).....	VIII	1	1	1	1	1	5
Christian Perfection.....	VIII	1	1	1	1	1	5
Perseverance.....	VIII	3	1	2	1	1	8
Temperance: Use of liquor..	VIII	1	1	1	1	1	5
Fortitude.....	VIII	3	1	1	1	1	7
Prudence.....	VIII	1	2	1	1	4	9
Charity in not taking scandal.....	VIII	1	2.5	1	2	1	7.5

An analysis of the Course of Study in Religion<sup>1</sup> for the archdiocese of Chicago reveals that no graded program in the training of Catholic ideals has been provided for the parochial schools of this city. While mention is made on page seventeen of the Course of Study that religion is taught to the child not for the sake of mere knowledge alone but primarily to affect his life, the curriculum outlined is of such a nature that understanding and memory elements receive major attention. For each grade, curriculum materials are listed under the following headings: Prayer, Aspirations, Hymns, Doctrines, Bible Studies, Liturgical Year, Objective Lessons for the first four grades, and for the first six grades, Religious Practices. The word virtue appears seldom in the outline. For grades five and six, in connection with the study of the life of Our Lord, He is pointed out as the example of every virtue. In the fifth grade, in connection with His life, the virtues of humility, meekness, obedience and patience are mentioned. Bible history for sixth grade has for one of its aims to inspire the child to follow Our Lord's example in doing God's will in all things. The reader will see from the above brief notes on the Course of Study in Religion that teachers in the parochial schools of Chicago have had little or no guidance in planning a program in the teaching of virtues.

<sup>1</sup> Published by the Board of Education, Archdiocese of Chicago, 1923

56  
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Programs that have been followed and activities that have been carried out have been, in almost every case, the work of the individual teacher.

of an adequate sampling of individual children exhibit greater agreement and accuracy for the grades at which specific ideals should appear in the school curriculum?

(4) Would a study of the opinions of parents present greater agreement or divergence of opinion than that expressed by teachers? Might the opinions of parents be at variance with opinions of teachers?

(5) Is it possible that the child in the primary school or the intermediate school is not receiving the help he should receive because teachers do not realize his need for this help?

5. The present problem is one that demands deliberate objective study from Catholic educators.

In considering the facts presented in this chapter, it is necessary for the reader to remember that the placement of an ideal in the curriculum of a given grade is a demand upon the school to attack the ideal directly. The present investigation believes that the indirect inculcation of an ideal should begin in the pre-school period at the moment the little one manifests a first need for the ideal in his daily life. Without doubt many of the teachers who contributed opinions to the present study are of this opinion.

Perhaps many of them feel it is possible for the indirect method to extend far into the elementary school. They may be perfectly correct in this opinion, but what of the thousands of our children who receive no inspiration, no direction, no assistance for growth in virtue before they enter school? Our schools must provide for them, and for generations provision has been made. The present investigation seems to show, from the wide spread of opinions expressed, that there is need of a much more varied type of objective study to answer this very necessary question. Where in the school should a given ideal first receive curriculum placement?

## CHAPTER IV

## GRADE EMPHASIS.

The problem of determining those grades in the school where special stress should be placed on given ideals is another phase of curriculum construction that has not received objective treatment. It is, however, a problem of importance if the school would not neglect a very essential feature in its provision for the teaching of Catholic ideals. In Chapter II mention was made of the fact that the 2,770 individuals who contributed opinions to the present study were asked to do so in the light of their knowledge of self and of their knowledge of the needs of others. In preparing the forms that were checked in this study, no attempt was made to discover the single grade wherein an ideal should be stressed. Individuals were asked to check the grade or grades wherein they felt the several ideals listed should receive greatest stress. In almost every case individuals checked more than one grade.

Table XLVI presents the consensus of the opinions studied on the grades in the school wherein love of God should receive special stress. Examination of the data displayed shows that, with the exception of the elementary teachers, all groups would place greatest

emphasis on this virtue in the eighth grade. Due to the large

TABLE XLVI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON LOVE OF GOD

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	475	14	127	28	150	794
2.....	203	13	145	35	150	546
3.....	221	12	192	41	175	641
4.....	222	10	230	46	208	716
5.....	173	10	249	53	226	711
6.....	233	17	251	54	243	798
7.....	299	17	275	52	239	882
8.....	379	28	360	67	397	1231
9.....	437	10	360	64	387	1294
10.....	376	26	295	62	263	1022
11.....	338	28	275	61	234	936
12.....	373	24	288	64	332	781

number of teachers of the elementary grades who would defer the emphasis until the first year of high school, the column of totals shows a larger number in favor of stress on this ideal in the ninth grade.

A detailed study of Table XLVII will show that elementary teachers would put greatest stress on hope in the eighth grade with relatively as great a stress during the entire high school period. The

reader will note that from the seventh grade on there is a marked tendency for the virtue of hope to be scored as requiring stress in

TABLE XLVII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON HOPE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	29	8	47	3	117	204
2.....	34	8	32	7	96	177
3.....	47	9	67	11	110	244
4.....	77	8	102	17	213	417
5.....	113	10	132	24	267	546
6.....	174	13	184	27	311	709
7.....	323	35	237	34	456	1085
8.....	482	32	316	70	459	1359
9.....	440	38	335	64	458	1335
10.....	424	38	350	69	467	1348
11.....	397	42	328	69	480	1316
12.....	430	37	360	80	500	1407

each year. More persons checked the twelfth grade as demanding special stress in the school, than checked any other grade.

From the viewpoint of emphasis, faith is presented in Table XLVIII. Of all grades checked for stress, eighth grade was checked the most frequently. Attention is called to the fact that



this virtue received 1,170 checks, suggesting stress as early as

TABLE XLVIII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON FAITH IN GOD

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	127	9	95	27	33	291
2.....	149	6	131	31	83	400
3.....	181	7	161	32	153	534
4.....	222	12	185	39	298	756
5.....	254	15	235	47	416	967
6.....	388	22	251	53	456	1170
7.....	365	27	279	62	496	1229
8.....	504	35	368	74	519	1500
9.....	342	36	338	76	413	1205
10.....	381	37	300	75	416	1209
11.....	377	37	267	73	450	1204
12.....	388	35	307	83	499	1313

the sixth grade.

In Table XLIX loving the neighbor as oneself is consid-  
 ered in its need for special stress in the school. While elementary  
 teachers would give greatest stress to this item in the seventh  
 grade all the other groups contributing opinions would put the stress

in later years. According to the column of totals eighth and ninth grades should receive special stress. It is worthy of note that

TABLE XLIX

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON LOVING THE NEIGHBOR AS ONESELF

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	69	5	59	13	81	227
2.....	82	8	74	15	80	259
3.....	109	7	113	19	110	358
4.....	172	6	151	31	147	507
5.....	203	13	180	45	179	620
6.....	284	14	220	46	202	766
7.....	400	22	237	57	217	933
8.....	313	27	301	67	361	1069
9.....	318	26	302	65	312	1023
10.....	303	34	290	61	252	940
11.....	320	35	252	61	216	884
12.....	257	20	247	66	248	838

in the consideration of this particular ideal 1,069 are the greatest number of checks put after a single grade while in Table LXIII as many as 1,999 checks for stress were made. In studying the trend manifested by those who checked the questionnaire, the writer is inclined to think that the more familiar the ideal and the more concrete or manifest its application, the more forceful was the reaction of the group checking the need of the ideal to receive special stress.

Forgiveness of injuries, with its particular need for stress in the curriculum, is shown in Table L. From seventh grade on the column of totals shows, there is need of this ideal receiving

TABLE L

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON "THE FORGIVENESS OF INJURIES"

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	71	4	29	16	103	223
2.....	80	5	38	16	176	315
3.....	123	5	62	21	189	400
4.....	192	4	105	29	214	544
5.....	256	20	156	46	253	731
6.....	311	22	196	53	276	858
7.....	387	29	254	53	396	1119
8.....	465	23	228	63	486	1265
9.....	466	40	313	62	471	1352
10.....	247	34	242	61	492	1076
11.....	333	26	214	54	513	1140
12.....	326	16	219	62	519	1142

stress in the school. Teachers of girls, and high school girls, themselves, exhibit a tendency to place greatest stress on this ideal in the twelfth grade. The numbers, however, are too small to be conclusive.

In Table LI not judging others is presented. From eighth grade on, all groups would have special stress placed on this ideal.

In this table, as in Table L, high school girls have checked the

TABLE LI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON "NOT JUDGING OTHERS"

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	24	1	14	6	40	85
2.....	30	2	16	6	43	97
3.....	65	1	24	9	96	195
4.....	100	4	47	16	111	277
5.....	194	5	74	22	216	511
6.....	308	12	126	31	237	714
7.....	396	16	187	46	314	959
8.....	500	11	264	71	498	1344
9.....	391	32	311	75	471	1280
10.....	365	33	302	73	503	1276
11.....	333	36	263	65	569	1266
12.....	371	26	252	70	560	1279

third and fourth years of high school as periods wherein there should be special stress on this manifestation of the virtue of charity. The writer feels that such a reaction deserves particular consideration, for the third or fourth year girl has checked a need that she knows belongs to the present period of her life, and not to several years previous.

According to the column of totals for Table LII charity as it is manifested in despising no one should receive stress in all grades from the seventh grade on, and apparently its greatest stress should be

TABLE LII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CHARITY MANIFESTED IN DESPISING NO ONE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	121	10	27	13	193	364
2.....	127	9	34	14	196	380
3.....	151	4	51	17	146	369
4.....	148	4	98	23	187	460
5.....	166	9	128	38	211	572
6.....	241	19	166	45	396	867
7.....	392	18	192	58	417	1077
8.....	459	25	301	71	600	1456
9.....	418	40	316	63	509	1346
10.....	345	30	295	57	478	1205
11.....	332	30	256	55	439	912
12.....	374	34	259	61	519	1247

in the eighth grade. The reader will note a similarity of trend shown by the checks of the different groups.

Table LIII, in its display of the need of curricular stress for charity manifested in the making of reconciliations, shows grades seven to twelve inclusive, all receiving more than a thousand checks.

Inspection of the last column will reveal 1,433 checks for the first

TABLE LIII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOLS WHERE THERE SHOULD BE SPECIAL STRESS ON CHARITY, MANIFESTED IN THE MAKING OF RECONCILIATIONS

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	29	2	16	8	62	117
2.....	38	3	19	9	140	209
3.....	48	3	29	12	173	265
4.....	100	2	48	20	215	385
5.....	137	7	54	26	285	509
6.....	210	20	113	41	370	744
7.....	343	25	159	51	487	1065
8.....	379	20	160	20	493	1072
9.....	442	32	297	66	596	1433
10.....	246	34	286	67	473	1106
11.....	278	35	240	66	546	1165
12.....	418	26	258	64	598	1364

year of high school and 1,364 checks for the fourth year. Further inspection will reveal comparatively few persons checking the grades below seventh. Teachers of high school boys and girls seem to recognize the need of this phase of charity for their pupils while teachers of the elementary grades do not feel the same need for children in the primary and intermediate grades.

Data on grade emphasis for charity manifested in the works

of mercy are presented in Table LIV. Grades seven to twelve inclusive are the grades checked for special stress. Grade twelve

TABLE LIV

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CHARITY, IN THE WORKS OF MERCY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	22	5	48	11	76	162
2.....	34	6	57	12	113	222
3.....	48	6	72	16	206	348
4.....	100	5	125	19	289	538
5.....	138	15	151	27	317	648
6.....	280	17	181	33	376	887
7.....	349	15	249	31	413	1057
8.....	378	25	218	58	403	1082
9.....	319	35	330	69	270	1023
10.....	334	32	292	69	296	1023
11.....	384	33	263	70	303	1053
12.....	356	29	250	71	461	1167

was checked 1,167 times and examination of the column of totals will show that the other grades, from seventh on, have received each one, less than eleven hundred checks.

Table LV exhibits data on emphasis for charity manifested in giving good example. Grades eight to twelve inclusive have been checked for greatest stress for this particular form of charity.

The fourth year of high school alone received 1,632 checks. In comparison with the tables already presented on emphasis, it will be noted that more persons expressed themselves for emphasis of this par-

TABLE LV  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CHARITY MANIFESTED IN GIVING GOOD EXAMPLE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	45	3	29	10	67	154
2.....	55	4	32	10	76	177
3.....	69	4	43	13	111	240
4.....	79	4	76	22	190	371
5.....	161	7	96	30	285	579
6.....	243	9	123	36	350	761
7.....	353	23	176	47	376	975
8.....	457	27	301	66	591	1442
9.....	431	35	322	68	587	1443
10.....	348	34	301	65	495	1243
11.....	356	40	327	67	483	1273
12.....	500	43	411	84	594	1632

ticular ideal in this particular grade than did so for any of the other ideals already presented.

In Table LVI there is evidence again of the tendency of the various groups to think alike. Charity, manifested in not taking scandal, is the virtue presented. Here grade seven again is not con-



sidered of importance. Grade eight, however, was checked by 1,199 and further inspection of the column of totals will show another

TABLE LVI  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CHARITY, MANIFESTED IN NOT TAKING SCANDAL

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	12	2	18	4	31	67
2.....	17	2	26	5	77	127
3.....	23	3	31	7	156	220
4.....	33	3	50	8	201	295
5.....	73	4	62	11	257	407
6.....	138	6	106	18	312	580
7.....	128	15	164	32	315	654
8.....	358	24	285	62	480	1199
9.....	383	39	344	75	472	1313
10.....	374	40	321	73	473	1281
11.....	392	40	334	75	509	1350
12.....	420	33	363	78	586	1480

forceful reaction of the group contributing opinions. A comparison of the totals in Tables LV and LVI with Tables LIV, XLIX, XLVI, and LVIII will exhibit the character of different reactions manifested. It is evident that in regard to not taking scandal as well as for giving good example, individuals have expressed themselves more energetically than for some of the other ideals.

Opinions on prudence are given in Table LVII. Grade eight and the high school years are those most frequently checked for emphasis. Teachers of the elementary school would place greatest emphasis on this virtue in the eighth grade, while all other:

TABLE LVII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON PRUDENCE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	11	1	21	4	96	133
2.....	12	1	25	6	113	157
3.....	17	2	32	6	143	200
4.....	39	14	60	7	226	346
5.....	62	15	94	9	219	399
6.....	164	17	147	17	357	702
7.....	239	6	194	24	364	827
8.....	424	20	291	55	373	1163
9.....	361	26	316	61	591	1355
10.....	257	33	398	62	513	1263
11.....	391	33	270	73	497	1264
12.....	387	31	271	79	526	1294

groups checked the high school years as the period in the curriculum wherein special stress should be put on this particular ideal.

The virtue of justice is presented in Table LVIII. While

985 persons would put emphasis on justice in the seventh grade,  
1,210 would have it receive stress in the eighth grade, and

TABLE LVIII  
OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
WHERE THERE SHOULD BE SPECIAL STRESS ON JUSTICE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	75	3	53	15	116	262
2.....	88	4	58	16	125	291
3.....	113	6	69	21	196	405
4.....	199	20	95	34	215	563
5.....	236	13	124	48	296	717
6.....	347	13	144	48	343	895
7.....	341	27	187	49	381	985
8.....	397	33	305	79	396	1210
9.....	353	38	316	62	401	1170
10.....	334	28	234	57	373	1026
11.....	314	28	214	52	346	954
12.....	330	24	253	57	397	1061

over a thousand persons would have special stress given to it  
in the curricula of the first, second and fourth years of high  
school.

In Table LIX there are exhibited the opinions of the  
different groups on grade emphasis for the virtue of fortitude.  
The high school years and the seventh and eighth grades are the

periods in the school most frequently checked as demanding special stress on fortitude. The numbers who checked the high

TABLE LIX  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON FORTITUDE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	25	1	50	3	87	166
2.....	24	1	62	5	94	186
3.....	30	1	121	5	145	202
4.....	42	1	141	8	186	378
5.....	77	3	214	12	216	522
6.....	145	4	261	21	302	733
7.....	286	9	288	33	471	1087
8.....	389	27	316	58	543	1332
9.....	438	40	341	62	576	1457
10.....	416	42	333	68	591	1450
11.....	426	46	296	72	590	1429
12.....	475	42	299	88	596	1500

school grades for fortitude are considerably larger than the numbers who checked for justice in Table LVIII. The presence of this intensity of check is due to the fact that for some virtues individuals checked only one grade and for other virtues they checked several grades.

Table LX gives opinions on those grades where the virtue of modesty should be stressed. While close to a thousand persons checked grades seventh and eighth, over a thousand persons checked each of the high school years. Comparison

TABLE LX  
OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON MODESTY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	346	4	19	15	117	501
2.....	121	4	19	14	209	367
3.....	135	1	29	16	186	367
4.....	136	3	43	22	211	415
5.....	202	6	66	34	312	620
6.....	283	11	117	39	317	767
7.....	312	25	174	56	396	963
8.....	344	34	303	68	248	997
9.....	396	23	346	63	236	1064
10.....	383	35	290	62	291	1061
11.....	353	27	234	62	416	1092
12.....	358	20	251	66	395	1090

of the data in Table LX with the data in Table LXI will show the difference in stress of reaction of the different groups to the virtues of modesty and chastity.

Opinions on those grades in the school where the virtue of chastity should be stressed are expressed in Table LXI.

TABLE LXI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CEASTITY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	54	1	13	9	86	163
2.....	56	1	15	6	73	151
3.....	71	1	28	10	91	199
4.....	109	1	44	20	42	216
5.....	179	1	62	33	196	471
6.....	308	4	100	39	503	954
7.....	408	22	148	51	419	1048
8.....	454	30	279	64	601	1428
9.....	376	47	384	65	344	1216
10.....	354	50	375	64	491	1334
11.....	334	41	366	62	375	1178
12.....	346	38	382	66	376	1208

Eighth grade was checked by 1,428 persons, and grades seventh, ninth, tenth, eleventh and twelfth, were all checked by more than onethousand persons. Sixth grade was checked by 954 persons.

Moderation in the use of food is presented in Table LXII.

While all groups, with the exception of high school girls, would

have this ideal receive stress in the eighth grade, because

TABLE LXII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON TEMPERANCE IN THE USE OF FOOD

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	54	1	26	12	114	207
2.....	33	0	35	12	111	191
3.....	63	0	51	16	96	226
4.....	112	3	71	20	153	359
5.....	165	4	102	35	62	368
6.....	228	6	149	37	97	517
7.....	234	20	171	40	85	550
8.....	368	25	277	56	169	895
9.....	306	22	242	43	391	1004
10.....	232	17	164	43	272	728
11.....	237	17	108	38	207	607
12.....	237	19	111	38	194	599

of the large number of girls who checked the first year of high school, the column of totals shows the ninth grade receiving more checks for emphasis than any other grade. This table does not exhibit the forceful reaction that other tables have displayed.

An entirely different type of reaction is shown in Table LXIII which displays opinions on grades where there should

be stress on moderation in the use of liquor. There were 1,999 persons who considered the fourth year of high school as a period for emphasis. Over a thousand persons checked all grades

TABLE LXIII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON TEMPERANCE IN THE USE OF LIQUOR

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	43	0	10	2	19	74
2.....	56	1	8	3	27	95
3.....	64	1	8	2	33	108
4.....	97	1	13	3	64	178
5.....	103	2	17	4	71	197
6.....	121	2	29	11	291	454
7.....	178	15	53	20	401	667
8.....	372	19	112	46	596	1145
9.....	357	25	250	49	632	1313
10.....	367	25	295	58	702	1447
11.....	384	40	372	69	857	1722
2.....	406	47	532	83	931	1999

from the eighth on. A similarity in trend of opinion of the different groups is manifested on a closer examination of the table. It is interesting to note that more persons expressed an opinion on the need of stress for this ideal than expressed an opinion for any other single ideal presented in this study.



Table LXIV presents data on the virtue of sincerity.

Eighth grade and the first, second and fourth years of high school

TABLE LXIV.

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON SINCERITY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	60	4	25	14	43	146
2.....	67	4	30	14	29	144
3.....	92	5	40	15	107	259
4.....	180	4	60	20	90	354
5.....	236	5	110	28	184	563
6.....	299	4	139	46	196	684
7.....	301	6	160	65	291	823
8.....	413	22	259	74	340	1108
9.....	360	34	323	67	339	1123
10.....	336	52	246	47	416	1097
11.....	327	44	214	54	356	995
12.....	345	41	225	65	380	1056

are checked as grades for special stress on sincerity. Inspection of opinions of teachers of boys will show a more decided reaction from this group than was manifested by them for any of the ideals presented in previous tables.

The opinions expressed on respect for law are assembled in Table LXV. Examination of the column of totals will show that

grades seventh to twelfth inclusive are checked as years of the curriculum that should put stress on respect for law.

TABLE LXV  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON RESPECT FOR LAW

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	129	2	37	9	85	262
2.....	153	3	40	9	88	293
3.....	175	5	49	9	100	338
4.....	164	5	78	18	193	458
5.....	214	6	110	28	201	559
6.....	279	9	116	47	206	657
7.....	336	28	284	52	397	1097
8.....	437	37	388	76	496	1434
9.....	388	43	368	63	378	1240
10.....	349	37	331	58	392	1167
11.....	342	30	352	58	561	1343
12.....	369	24	427	65	604	1489

Grades eight and twelve are checked as in need of special stress.

Respect for law is one of the ideals that received a more decided reaction than some of the others.

In Table LXVI the grades where the virtue of obedience

should be stressed are presented for study. While 935 persons checked the fifth grade, from the sixth grade on, all grades received over one thousand checks. Grade eight alone received

TABLE LXVI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON OBEDIENCE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	241	17	168	34	241	701
2.....	224	17	168	29	289	727
3.....	263	6	193	35	291	788
4.....	261	7	227	40	285	820
5.....	327	11	249	54	294	935
6.....	350	24	257	40	356	1027
7.....	387	23	244	58	431	1143
8.....	455	38	364	71	602	1530
9.....	377	49	386	65	298	1175
10.....	347	45	248	57	364	1061
11.....	348	44	230	42	401	1065
12.....	368	31	251	68	593	1311

1,530 checks and grade twelve received 1,311 checks.

The virtue of prayer, with its needs for emphasis in the curriculum, is presented in Table LXVII. All grades, from the fifth on, received over a thousand checks for emphasis. The ninth grade, or first year high school, received 1,634 checks. Inspection

of the table will show that the virtue of prayer is one of the

TABLE LXVII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON PRAYER

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	249	12	183	37	233	714
2.....	288	16	202	43	196	745
3.....	279	20	228	42	245	814
4.....	263	19	247	48	294	871
5.....	284	17	265	55	386	1007
6.....	344	28	272	57	437	1138
7.....	381	33	281	54	496	1245
8.....	441	38	343	64	591	1477
9.....	386	44	352	68	793	1643
10.....	371	42	295	61	692	1461
11.....	374	34	179	60	731	1378
12.....	393	32	326	63	727	1541

ideals in regard to which individuals felt there should be  
 special stress, spread over a number of years.

Opinions of the various groups on those grades where  
 there should be stress on self-denial are exhibited in Table LXVIII.  
 Grades eight to twelve inclusive have all received thirteen hundred

checks or more, with no grade, however, receiving more than 1,387 checks. Self-denial seems to be an ideal that those who

TABLE LXVIII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON SELF DENIAL

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	47	1	7	15	85	156
2.....	49	1	13	18	97	178
3.....	70	1	25	18	115	229
4.....	123	3	39	32	263	460
5.....	174	9	52	39	313	587
6.....	314	15	109	45	353	836
7.....	362	21	162	53	311	909
8.....	454	25	257	66	496	1309
9.....	420	41	360	83	483	1387
10.....	422	41	360	80	486	1389
11.....	412	36	315	66	490	1319
12.....	445	34	312	72	515	1378

contributed to this study think should receive emphasis in the eighth grade curriculum and continue to receive this emphasis throughout the high school period.

In Table LXIX the virtue of religion is shown with opinions on the grades in the curriculum where there should be

emphasis on this ideal. There were 942 persons who checked

TABLE LXIX

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
WHERE THERE SHOULD BE SPECIAL STRESS ON RELIGION

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	205	13	165	35	197	615
2.....	181	12	169	36	243	641
3.....	197	12	185	39	260	693
4.....	213	9	224	43	263	752
5.....	263	14	250	41	299	867
6.....	331	15	250	45	301	942
7.....	357	16	262	54	312	1001
8.....	442	25	345	76	431	1319
9.....	395	31	387	75	499	1387
10.....	383	20	331	65	444	1243
11.....	360	18	327	63	456	1224
12.....	370	30	395	66	563	1436

grade six for emphasis, 1,001 who checked grade seven and 1,319 who checked grade eight. Further inspection of the table will show that 1,387 checked the first year period and 1,436 the fourth year period.

Opinions on grade emphasis for humility are given in Table LXX. Grades eight through twelfth have received more than

twelve hundred checks each. Examination of the final column of the table will show that few persons considered the virtue impor-

TABLE LXX

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON -- HUMILITY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	13	2	8	6	10	39
2.....	15	3	18	6	11	53
3.....	22	2	27	8	23	82
4.....	45	6	54	11	47	163
5.....	100	17	73	17	117	324
6.....	225	16	119	29	119	507
7.....	273	9	175	44	386	887
8.....	422	16	286	62	493	1279
9.....	359	25	325	71	519	1299
10.....	328	39	299	63	671	1400
11.....	373	35	263	60	667	1398
12.....	409	20	262	70	588	1349

tant before fifth grade and relatively few considered humility in need of curriculum emphasis before eighth grade.

The figures for meekness that are presented in Table LXXI are small compared to those given in some of the other tabular displays. For instance, only grades eighth and ninth received more

than one thousand checks. The first year high school was checked more frequently than any other school year, and the total numbers of opinions checked for it is only 1,132. It would be interesting

TABLE LXXI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON MECKNESS

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	44	2	32	14	38	130
2.....	49	3	40	19	42	153
3.....	71	5	64	21	67	228
4.....	134	8	69	29	103	343
5.....	224	10	127	39	230	630
6.....	308	22	177	44	146	697
7.....	416	14	205	49	197	881
8.....	471	24	187	64	351	1097
9.....	308	26	396	65	337	1132
10.....	335	36	254	50	244	919
11.....	345	29	217	47	207	844
12.....	369	17	213	47	261	907

to know the exact reasons why individuals checked forcefully or more frequently for one virtue and checked otherwise for another virtue. Examination of the column that exhibits opinions of high school girls will show that the number of opinions that they checked



for meekness is considerably smaller than the opinions they checked for self-denial, prayer, or moderation in the use of liquor.

For the virtue of patience, as it is presented in Table LXXII, the numbers, likewise, are not large. According to the

TABLE LXXII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON PATIENCE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	22	2	15	7	40	86
2.....	23	2	23	7	41	96
3.....	38	2	34	10	54	138
4.....	79	3	64	14	91	251
5.....	140	5	101	22	117	385
6.....	227	12	141	25	116	521
7.....	281	10	179	42	212	724
8.....	403	32	269	55	368	1127
9.....	410	40	388	72	381	1291
10.....	353	36	300	63	361	1113
11.....	352	33	238	63	306	992
12.....	280	23	257	58	395	1013

opinions expressed, emphasis on patience as an ideal should occur in the eighth, ninth, tenth, and twelfth grades. It is interesting to note that elementary teachers, high school teachers of boys, boys themselves and high school teachers of girls all considered the

first year high school period as a time when patience should receive stress in curriculum provision. High school girls gave more checks to the fourth year high school period as a time for emphasis on patience.

Fidelity in little things is one of the few ideals that

TABLE LXXIII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON FIDELITY IN LITTLE THINGS

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teach- ers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	113	11	61	15	186	386
2.....	127	9	81	21	303	541
3.....	153	10	108	27	313	611
4.....	204	13	131	37	487	872
5.....	305	25	177	39	543	1089
6.....	409	26	193	60	588	1276
7.....	435	21	201	79	601	1337
8.....	463	30	294	72	573	1432
9.....	379	46	288	59	431	1203
10.....	405	36	206	48	387	1082
11.....	398	31	181	59	391	1060
12.....	417	28	173	60	469	1147

those who contributed opinions to the present study would have emphasized as early as the fifth grade. Examination of Table LXXIII will show that from the fifth grade on, through the high school years, fidelity in little things is checked for emphasis.

Grades six, seven, eight and nine exhibited more checks than the other grades.

In Table LXXIV opinions on emphasis for devotion to Mary are displayed. Grades eight to twelve inclusive have been checked

TABLE LXXIV

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON DEVOTION TO MARY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	308	15	86	50	213	672
2.....	348	9	106	48	217	728
3.....	363	12	139	46	199	757
4.....	331	12	177	51	147	718
5.....	344	15	196	56	296	597
6.....	379	22	257	61	388	1107
7.....	435	28	294	69	411	837
8.....	526	40	368	92	556	1582
9.....	509	40	371	89	540	1549
10.....	490	42	321	80	513	1446
11.....	484	37	295	80	505	1401
12.....	437	40	299	89	530	1395

the most frequently. Grade six, however, was checked by 1,107 persons as a period for emphasis. A detailed inspection of the table will exhibit the trends of opinion manifested by the various groups.

Generosity, with its needs for grade emphasis, is shown in Table LXXV. While grades fifth and sixth were checked

TABLE LXXV

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON GENEROSITY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	159	8	58	20	111	356
2.....	161	7	81	23	197	469
3.....	184	19	106	29	280	618
4.....	313	20	141	42	291	807
5.....	358	21	152	50	343	924
6.....	361	23	175	47	361	967
7.....	386	24	192	54	419	1075
8.....	411	27	256	63	443	1200
9.....	313	31	302	61	496	1203
10.....	289	35	255	56	487	1122
11.....	298	32	217	60	471	1078
12.....	334	31	239	11	493	1108

by 924 and 967 persons respectively, from grade seven on, over one thousand persons expressed an opinion that each of the years should emphasize this ideal of generosity.

Opinions on gratitude are more forceful than those expressed on generosity. Table LXXVI exhibits them. There were 1,526

who would have this virtue receive special stress in eighth grade and 1,404 who would have it stressed in the ninth grade.

TABLE LXXVI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON GRATITUDE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	152	7	51	19	177	406
2.....	175	6	66	31	294	572
3.....	209	7	87	27	319	649
4.....	236	11	114	36	333	730
5.....	270	11	144	44	350	819
6.....	310	12	177	46	371	916
7.....	306	26	197	48	493	1070
8.....	443	31	389	73	590	1526
9.....	307	45	280	61	611	1404
10.....	342	30	249	55	587	1263
11.....	319	31	205	53	605	1213
12.....	351	23	224	64	615	1277

Examination of the table will show 916 persons checking the sixth grade, 1,070 checking the seventh grade and over twelve hundred persons checking for each of the senior high school years.

Table LXXVII presents opinions on grade emphasis for

loyalty. Eighth grade and the fourth year of high school were checked most frequently, while the first, second and third years were each checked by more than twelve hundred persons as

TABLE LXXVII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON LOYALTY

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	52	6	42	6	86	192
2.....	57	6	43	7	90	203
3.....	69	8	50	6	151	284
4.....	108	8	84	15	210	425
5.....	155	6	92	23	214	490
6.....	231	9	142	28	397	807
7.....	284	23	191	37	455	990
8.....	509	35	269	75	619	1507
9.....	424	54	422	72	411	1383
10.....	387	43	301	64	416	1211
11.....	375	39	151	60	613	1238
12.....	424	31	287	71	703	1516

years in the school where special stress should be put on the ideal of loyalty.

Inspection of Table LXXVIII will show opinions <sup>on</sup> where in

the school there should be emphasis on the ideal of perseverance. Grade eight and the high school years are the

TABLE LXXVIII  
 OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL  
 WHERE THERE SHOULD BE SPECIAL STRESS ON PERSEVERANCE.

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	15	1	12	5	31	49
2.....	21	2	19	6	77	125
3.....	30	1	22	7	156	216
4.....	53	4	42	14	201	314
5.....	101	6	61	15	257	440
6.....	160	5	103	15	312	595
7.....	230	17	102	33	315	697
8.....	440	28	257	57	480	1262
9.....	420	29	339	71	472	1331
10.....	383	32	347	70	473	1305
11.....	333	42	297	76	509	1257
.....	450	38	319	88	586	1481

periods designated. The fourth year of high school was checked the most frequently.

Opinions on those years in the school wherethere should be special stress on confidence in the providence of

God are given in Table LXXIX. Beginning with the eighth grade

TABLE LXXIX

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CONFIDENCE IN THE PROVIDENCE OF GOD

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	57	5	45	9	40	156
2.....	60	5	57	13	96	231
3.....	77	7	70	14	72	240
4.....	95	5	100	19	181	400
5.....	152	8	134	23	197	514
6.....	272	19	174	33	233	731
7.....	201	20	233	38	317	809
8.....	448	33	316	69	436	1302
9.....	452	38	336	65	415	1306
10.....	422	32	307	64	483	1308
11.....	391	43	259	60	490	1243
12.....	412	40	267	76	490	1285

and continuing through the high school years, are the school years wherein opinions of the different groups would locate stress on this ideal.

In Table LXXX grades seven, eight, nine, ten, eleven



and twelve all have been checked frequently as years in the school where watchfulness in the avoidance of temptation should

TABLE LXXX

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON WATCHFULNESS IN THE AVOIDANCE OF TEMPTATION

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	28	2	23	8	125	186
2.....	36	3	31	15	150	235
3.....	60	3	54	16	176	309
4.....	106	5	68	22	237	438
5.....	160	6	90	32	241	529
6.....	256	23	86	36	241	642
7.....	415	32	195	45	396	1083
8.....	483	27	375	73	483	1441
9.....	355	37	330	75	436	1233
10.....	314	42	290	71	538	1255
11.....	364	35	343	68	617	1427
12.....	384	28	397	72	541	1422

be stressed. Grades eight, eleven and twelve were each checked by more than fourteen hundred persons.

Table LXXXI presents data on watchfulness over affections. The same years that were checked in Table LXXX are

TABLE LXXXI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON WATCHFULNESS OVER AFFECTIONS

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	5	1	18	2	27	53
2.....	5	1	18	2	33	59
3.....	6	1	49	2	33	91
4.....	11	1	56	3	77	148
5.....	27	2	83	9	211	326
6.....	80	6	74	8	396	564
7.....	165	17	194	18	397	791
8.....	409	21	185	42	595	1252
9.....	440	26	197	65	561	1289
10.....	362	40	283	69	543	1297
11.....	426	43	314	89	601	1453
12.....	462	35	215	78	597	1387

checked most frequently again. Opinions of the different groups would have watchfulness for false doctrines receive

TABLE LXXXII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON WATCHFULNESS FOR FALSE DOCTRINES

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	2	1	5	3	7	18
2.....	3	1	3	3	8	19
3.....	3	1	14	2	27	47
4.....	12	1	20	4	27	64
5.....	28	2	73	5	33	141
6.....	75	5	91	7	117	295
7.....	135	4	216	11	294	660
8.....	343	11	317	36	307	1014
9.....	342	15	231	61	373	1022
10.....	310	32	256	60	461	1119
11.....	404	47	271	65	554	1341
12.....	458	46	395	97	555	1543

stress in the curriculum of the eighth grade and the high school

years. With the exception of one opinion, all groups would have special stress put on this ideal in the fourth year of high school. Inspection of the last column of the table will show that 1,543 persons checked the twelfth grade for emphasis on watchfulness for false doctrines. Data on watchfulness for the hour of death are displayed in Table LXXXIII with all

TABLE LXXXIII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON "WATCHFULNESS FOR THE HOUR OF DEATH"

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	22	4	103	7	119	255
2.....	33	4	115	13	164	329
3.....	35	5	111	12	186	349
4.....	41	7	97	12	263	420
5.....	70	6	131	21	307	535
6.....	171	20	127	24	391	733
7.....	281	20	169	35	437	942
8.....	464	16	317	57	531	1385
9.....	318	28	315	69	344	1074
10.....	276	38	391	67	405	1177
11.....	302	37	268	71	396	1074
12.....	353	39	393	88	517	1390

grades from the eighth on, checked over a thousand times and

with 1,385 opinions expressed for eighth grade emphasis and 1,390 opinions for twelfth grade stress.

• Sorrow for sin is an ideal that did not get, from the persons contributing to this study, the decided reaction given

TABLE LXXXIV

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON SORROW FOR SIN

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	74	5	44	20	59	202
2.....	154	13	81	28	99	375
3.....	256	17	125	26	146	570
4.....	325	10	167	35	178	715
5.....	283	10	110	39	222	664
6.....	331	14	245	42	272	904
7.....	312	20	267	43	279	921
8.....	360	41	379	79	424	1283
9.....	335	35	377	72	307	1126
10.....	302	35	282	67	221	907
11.....	305	32	272	48	222	879
12.....	296	28	275	59	302	960

to some of the other virtues. Grades eight and nine were designated by over a thousand persons as school years where there should be emphasis on this virtue in the curriculum. A cross section examination of Table LXXXIV will show that the eighth

and ninth grades were checked most frequently by all groups expressing opinions.

Inspection of the data presented in Table LXXXV will show that grades eight, nine, ten, and twelve have been

TABLE LXXXV  
OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON PENANCE

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	43	0	33	7	38	121
2.....	141	0	60	17	72	290
3.....	108	1	104	21	128	362
4.....	170	21	166	28	141	526
5.....	269	11	211	32	217	740
6.....	356	14	233	40	244	887
7.....	367	19	275	54	257	972
8.....	417	26	351	72	405	1271
9.....	422	26	333	70	314	1165
10.....	394	27	286	60	259	1026
11.....	400	26	264	64	228	982
12.....	418	22	249	65	292	1046

checked the most frequently for grade emphasis for the virtue of penance.

Table LXXXVI shows that 1,145 persons would place stress

on instruction on the life of the counsels in the third year of

TABLE LXXXVI

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON INSTRUCTION ON THE LIFE OF THE COUNSELS

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	4	1	8	1	20	34
2.....	3	1	8	1	36	49
3.....	4	1	9	1	43	58
4.....	7	1	20	1	76	105
5.....	15	1	35	3	98	152
6.....	52	4	59	8	125	248
7.....	99	18	106	15	171	479
8.....	312	20	221	43	163	759
9.....	210	35	278	54	213	790
10.....	368	30	289	60	219	966
11.....	330	36	304	78	397	1145
12.....	515	34	361	107	415	1432

high school and 1,432 persons would have it emphasized in the fourth year. It is interesting to note the comparatively small number of persons, who would have this instructional item stressed in the eighth or ninth grades.

According to the opinions expressed most frequently during the present study, the virtue of zeal should be stressed

from seventh grade on. Table LXXXVII presents the data assembled. Fourth year high school received 1,365 checks, more than were given to any other specific grade. Examination of

TABLE LXXXVII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON ZEAL

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	22	1	18	18	30	89
2.....	29	1	19	19	43	111
3.....	32	1	26	12	77	148
4.....	43	1	30	13	91	181
5.....	67	2	58	16	156	299
6.....	128	6	94	23	185	436
7.....	173	8	149	27	246	1003
8.....	310	21	263	52	476	1122
9.....	378	40	306	75	491	1290
10.....	412	34	302	67	435	1250
11.....	407	41	289	70	411	1218
12.....	438	43	308	90	486	1365

the column of totals will show a very decided change in opinion from the sixth to the seventh grade. Sixth grade was designated by only 436 persons in all and seventh grade by 1,003 persons.

Those grades in the school where there should be stress on the ideal of Christian perfection are given in Table LXXXVIII.

According to the opinions used in this study 912 persons would have

TABLE LXXXVIII

OPINIONS OF 2770 ON THOSE GRADES IN THE ELEMENTARY AND SECONDARY SCHOOL WHERE THERE SHOULD BE SPECIAL STRESS ON CHRISTIAN PERFECTION

Grades	Opinions of 692 elementary teachers	Opinions of 73 teachers in high schools for boys	Opinions of 830 3rd and 4th year high school boys	Opinions of 150 teachers in high schools for girls	Opinions of 1025 3rd and 4th year high school girls	Total
1.....	8	2	19	1	4	34
2.....	30	3	29	2	13	77
3.....	12	3	39	1	27	82
4.....	20	4	50	2	50	126
5.....	38	4	82	9	89	222
6.....	66	5	125	10	178	384
7.....	114	7	158	13	269	561
8.....	235	13	257	36	371	912
9.....	398	18	328	51	401	1196
10.....	388	33	323	51	413	1208
11.....	428	37	293	67	436	1261
12.....	484	41	349	97	450	1421

emphasis placed on this ideal in the eighth grade while more than eleven hundred persons would have it receive special stress from the ninth grade on. There were 1,421 persons who checked the twelfth grade as the school year wherein Christian perfection should receive stress in the curriculum. A detailed inspection of the table will show that all groups checked the twelfth grade more



frequently than any other grade.

Table LXXXIX, on the following page, presents in summary form a list of the ideals used in the present investigation with the grades checked wherein over a thousand persons would have emphasis placed on these ideals in the school curriculum.

The following statements summarize the findings of the present chapter:

1. Only two ideals have been checked by more than 1,000 persons for special stress in fifth grade; these ideals are prayer and fidelity in little things.

2. There was not a single ideal checked by one thousand or more persons to receive special stress in grades before the fifth.

3. Faith, obedience, prayer, fidelity to little things, and devotion to Mary were checked by over one thousand persons as requiring emphasis in the sixth grade.

4. Zeal, gratitude, generosity, fidelity to little things, religion, prayer, obedience, respect for law, purity, fortitude, charity: in forgiving injuries, in the works of mercy, in watchfulness in avoidance of temptation despising no one and in making reconciliations, faith, and hope are the virtues that over one thousand persons checked to receive emphasis in the seventh grade.

TABLE LXXXIX

GRADES IN THE ELEMENTARY AND SECONDARY SCHOOLS AT WHICH OVER 1,000 PERSONS OUT OF THE 2,770 FELT THERE SHOULD BE SPECIAL STRESS ON THE VIRTUES LISTED

Virtues	Grades											
	1	2	3	4	5	6	7	8	9	10	11	12
Love of God . . . . .								x	x	x		
Hope . . . . .							x	x	x	x	x	x
Faith . . . . .						x	x	x	x	x	x	x
Loving the neighbor as oneself . . . . .								x	x			
Charity: In forgiving injuries . . . . .							x	x	x	x	x	x
Charity: In not judging others . . . . .								x	x	x	x	x
Charity: In despising no one . . . . .							x	x	x	x		x
Charity: In making reconciliations . . . . .							x	x	x	x	x	x
Charity: In the works of mercy . . . . .							x	x	x	x	x	x
Charity: In giving good example . . . . .								x	x	x	x	x
Charity: In not taking scandal . . . . .								x	x	x	x	x
Prudence . . . . .								x	x	x	x	x
Justice . . . . .								x	x	x		x
Fortitude . . . . .							x	x	x	x	x	x
Modesty . . . . .									x	x	x	x
Temperance: In use of liquor . . . . .								x	x	x	x	x
Temperance: In use of food . . . . .									x			
Chastity (Purity) . . . . .							x	x	x	x	x	x
Sincerity . . . . .								x	x	x		x
Respect for law . . . . .							x	x	x	x	x	x
Obedience . . . . .						x	x	x	x	x	x	x
Prayer . . . . .					x	x	x	x	x	x	x	x
Self denial . . . . .								x	x	x	x	x
Religion . . . . .							x	x	x	x	x	x
Humility . . . . .								x	x	x	x	x
Meekness . . . . .								x	x			
Patience . . . . .								x	x	x		x
Fidelity in little things . . . . .					x	x	x	x	x	x	x	x
Devotion to Mary . . . . .						x		x	x	x	x	x
Generosity . . . . .							x	x	x	x	x	x
Gratitude . . . . .							x	x	x	x	x	x
Loyalty . . . . .								x	x	x	x	x
Perseverance . . . . .								x	x	x	x	x
Confidence . . . . .								x	x	x	x	x
Watchfulness for the hour of death . . . . .								x	x	x	x	x
Watchfulness over affections . . . . .								x	x	x	x	x
Watchfulness for false doctrines . . . . .								x	x	x	x	x
Watchfulness in avoidance of temptation . . . . .							x	x	x	x	x	x
Sorrow for sin . . . . .								x	x			
Penance . . . . .								x	x	x		x
Life of the counsels . . . . .											x	x
Zeal . . . . .							x	x	x	x	x	x
Christian perfection . . . . .									x	x	x	x

5. The ideals of modesty, moderation in the use of food, Christian perfection, and instruction on the life of the counsels are the only items studied for grade emphasis that over a thousand persons did not designate as requiring special stress in the eighth grade curriculum.

6. Thirty-two of the forty-three virtues or ideals used in this study have been checked by over a thousand individuals as demanding special stress in each of the four years of high school.

7. Emphasis in the instructional program on the life of the counsels has been checked by over a thousand persons for only the eleventh and twelfth grades.

8. For some virtues individuals checked only one grade as in need of emphasis; for other virtues the same individuals checked several grades; this accounts for the divergent character of totals in different tables.

9. The more familiar the application of the ideal, the more energetic was the reaction of individuals to it.

10. The more concrete or familiar the need of the ideal, the more energetic was the reaction of individuals in checking it.

11. In the forty-six tables presented in Chapter IV, giving opinions of 2,770 persons on those grades where there is need of special stress for the different virtues studied, only nine tables presented single figures of a denomination of 1,500 or greater. These tables dealt with the following ideals; faith, fortitude,

moderation in the use of liquor, obedience, prayer, devotion to Mary, gratitude, loyalty, and watchfulness for false doctrines.

12. There were only three single figures of a denomination of over 1,600. The smallest of these three numbers is 1,643 which represents the number of persons who would have prayer receive special stress in the curriculum of the ninth grade.

13. The two largest figures that appeared in this chapter were in the table that presented data on moderation in the use of liquor. There were 1,722 persons who designated the eleventh grade as a school year for emphasizing this ideal in the curriculum; and there were 1,999 persons who checked the twelfth grade for special curriculum stress for the same ideal.

It is not in the plan of the present study to discuss or determine the manner in which virtues or ideals should receive stress in the curriculum. The work of this section of the present investigation has been to procure opinion on those grades in the elementary and secondary schools where there should be special stress on Catholic ideals. The present chapter has presented the findings of this study. The manner in which the curriculum will provide this need for stress is a difficult problem demanding study and investigation.

## CHAPTER V

## VIRTUE-APPLICATIONS

While principles of action are vitally important, the present study is of the opinion that they influence conduct only in so far as they are applied to daily living. There are many who treat character education in an abstract, general manner. Conduct, however, is specific, and the teaching process that stops before it has become specific is almost as futile as though it had never been begun. Those who present ideals on an abstract plane do not realize that for adult or child the application of principle is difficult to make. Children, in particular, must be taught virtue-applications one by one. Knowledge and desire are important, but they are not sufficient. Minute applications of each virtue must be presented to the child in great quantity and variety. He must be taught the specific thing to do in a specific situation. It has been one of the purposes of this study to assemble virtue-applications for most of the ideals that were used as basic material in the present investigation.

W.W. Charters in his book, The Teaching of Ideals,<sup>1</sup> presents procedures for selecting traits or ideals, situations, and trait-actions. He also gives reports of several unpublished studies, each of which illustrates a particular technique of selection. For several years the International Council of Religious Education has been assembling materials for a series of lessons that are to be based on twenty-two ideals and analyses of situations.<sup>2</sup> The twenty-two ideals

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<sup>1</sup>Charters, W.W. The Teaching of Ideals (

<sup>2</sup>Stenographic Report of the Character Education Research Conference, Sept., 1928.

selected are: Co-operation, courage, creativeness, dependability, faith, forgiveness, good will, healthfulness, honesty, humility, joyousness, love, loyalty, obedience, open-mindedness, penitence, purity, purposefulness, reverence, self-control, self-respect, and spirituality. Eleven fields of experience have been selected by the Council, and the situations are being assembled in connection with them. These fields embrace: Health, education, economic activities, vocation, citizenship, recreation, sex and parenthood and family life, general life in the groups, friendship, aesthetic activities, and specialized religious activities. The writer is familiar with three published studies that have assembled moral situations for children of different ages. The University of Iowa published as one of its Studies in Education, Moral Situations of Six Year Old Children as a Basis for Curriculum Construction.<sup>1</sup> E.J. Chave's study in The Junior presents life-situations of children nine to eleven years of age with implications for religious education. Over 650 children were studied. The investigation is one of The University of Chicago Publications in Religious Education. Neuberg's study<sup>2</sup>, minor in character and scope, represents an attempt at assembling unrecorded situations from parents and other

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<sup>1</sup> Carmichael, Albert Maxwell. Moral Situations of Six Year Old Children as a Basis for Curriculum Construction.

<sup>2</sup> Neuberg, Maurice J. Right Living: A Discussion Course for Boys and Girls.

workers with boys and girls. The material consisted of 618 problems of 234 adolescent boys and girls, reported by 62 persons. For the present study, boys and girls were asked to assemble applications of given virtues for boys and girls of their own ages. The technique of this portion of the study may be summarized as follows:

1. Names of most of the elementary schools that co-operated with the study were suggested by eight supervisors of instruction of different religious orders in Chicago. In asking the supervisors for names of schools, the writer requested that they suggest schools that represented a sampling of the different localities of the city. The schools that were not suggested by supervisors were chosen for several reasons, either because the schools manifested a particular interest in the study, or because their local conditions were of value in the sampling desired for the study. The schools used represent a sampling of localities in Chicago. Table XC represents this sampling

TABLE XC  
LOCALITIES REPRESENTED BY THE FORTY-TWO ELEMENTARY SCHOOLS CONTRIBUTING  
LISTS OF APPLICATIONS

Well-to- do	Striving	Poor- American	Foreign	Colored	Total
11	16	7	7	1	42

of elementary schools in summary form. The high schools that were asked to co-operate were chosen because they, too, represented a variety of conditions, i.e., as to city location, type of school, economic groups, and religious communities instructing.

2. Co-operation of the schools was obtained through written communication. Most of the principals had learned of this portion of

the study when the first part of the investigation had been presented to them personally. With the letter to the principal, there were two additional sheets. One contained a list of virtues assigned to the specific grades of a given school and the other, instructions and suggestions for teachers.

3. Two virtues were assigned to each grade. As the reader inspects the data on rooms and grades contributing applications as presented in Tables XCI, XCII, and XCIII, he will note that when a larger number of rooms contributed applications for one virtue more than for another, this was due to the fact that the investigation had not anticipated the difference in size of schools in the distribution of virtues according to grade.

4. The following procedure was recommended to the teachers. It was suggested that the virtue applications be prepared by their pupils during two Religion periods. The teacher was asked to explain the virtue briefly to her pupils; if necessary it was suggested that she give them several examples. The virtue-applications that the pupils were asked to assemble were to be those that they, the pupils of a given grade, had opportunity and need of practicing. Then the children were asked for applications. The following places or situations were recommended to the teacher to use in directing pupils to accumulate lists of applications of virtues: Home, School, Church, Street, Playground, Homes of Others, Movies, Street Cars, Stores. It was suggested that one pupil list at the board the applications that the children would give under each of these headings. It was further suggested that the children ask at home for additional examples of the virtues that were being studied in school. Finally, it was asked that a second Religion period be given to the same work. For those earlier grades where chil-



dren could not assist in writing the applications at the blackboard, it was suggested that a pupil of a higher grade help the classroom teacher during the several periods devoted to this work. The same classroom procedure was recommended for the high school years with the exception that it included an assignment to bring to class lists of examples or applications, and the work was then to be taken as a class exercise. This was to permit the class periods to be used for assembling and checking the examples prepared and for including additional applications. For all grades above the fourth it was suggested that a pupil be appointed to copy the applications that had been written at the board, and the investigation was perfectly willing to accept the list of applications contributed in the pupil's handwriting.

Without doubt some teachers gave more than two periods to this work. However, this in no way hampered the efficiency of our lists but rather increased their value.

Each teacher was asked to send in with her final list of virtues the number of children in her room and the grade represented by the children. Tables XCI, XCII, and XCIII represent the distribution of pupils according to grade who contributed applications for the various grade levels.

The virtue-applications obtained are presented in a tabular arrangement at the close of this chapter. The applications contributed by the different school groups, primary, intermediate, etc.,

for a particular field or situation are listed together. This arrangement was decided upon because it seemed to show to advantage the change in application from one school group to another. No attempt was made to determine the number of times a single application was listed by grades or schools. Some of the applications were sent in in positive form, others in negative form. While there are those who advocate the use of the positive form only, the position of this investigation is that negative statements have their place in the development of ideals. Frequently they are more forceful than positive

TABLE XCI  
NUMBER OF PUPILS PER GRADE FROM 42 SCHOOLS CONTRIBUTING APPLICATIONS OF VIRTUES

Virtues	Grades											Total of all grades
	1	2	3	Total	4	5	6	Total	7	8	Total	
Moderation in use of food.....	149	0	84	233	136	47	203	386	42	0	42	661
Moderation in use of liquor.....			47	47	0	0	41	41	0	378	378	466
Chastity.....	59		94	153	141	158	42	341	122	50	172	666
Modesty.....	93	320	224	637	94	80	42	216	65	204	269	1122
Justice.....	0	182	164	346	107	251	147	505	40	0	40	891
Religion.....	0	182	125	307	146	251	121	518	90	0	90	915
Prayer.....	226	155	81	462	297	104	143	544	0	105	105	1111
Obedience.....	239	149	81	519	276	21	78	375	62	161	223	1117
Respect for law..	178	208	204	590	239	205	57	501	40	85	125	1216
Sincerity.....	394	271	86	751	134	249	86	469	240	155	395	1615
Loyalty.....	169	221	259	649	85	40	55	182	35	157	192	1623
Gratitude.....	344	273	138	755	39	53	168	260	219	161	380	1395
Generosity.....	72	0	37	109	186	47	203	436	102	172	274	819
Fidelity in little things.....	469	91	52	612	39	0	0	39	166	157	323	974
Sorrow for sin...	58	106	90	254	0	98	389	487	218	170	388	1129
Patience.....	309	103	240	652	214	240	91	545	123	231	354	1551
Weakness.....	103	251	0	354	360	221	66	647	111	78	189	1190
Humility.....	151	70	182	403	0	360	66	426	111	78	189	1018
Prudence.....	0	124	85	209	207	107	48	362	53	113	166	737
Watchfulness in avoidance of temptation....	50	0	95	145	32	132	90	254	102	178	280	679
Watchfulness for the hour of death.....	187	44	128	359	20	101	152	273	107	0	107	739
Fortitude.....	113	103	38	254	65	244	221	530	141	225	366	1150
Loving one's neighbor as one's self....	170	123	282	575	210	52	29	291	191	316	507	1373
Mercy.....	50	0	0	50	151	35	292	478	42	90	132	660
Forgiving injuries.....	206	0	46	252	258	301	90	649	97	194	291	1192
Not judging others.....	68	32	121	221	0	40	111	151	40	89	129	501
Making reconciliations.....	0	0	56	56	0	40	55	95	40	43	83	234
Despising no one.	156	0	55	211	20	54	0	74	130	93	223	508
Good example.....	238	133	239	610	65	45	100	210	167	71	238	1058
Not taking scandal	0	295	172	467	51	45	197	293	30	108	138	898
Perseverance.....	117	0	90	207	173	108	98	379	41	45	86	672
Self denial.....	153	198	65	416	402	117	123	642	10	118	128	1186
Zeal.....	161	290	252	703	183	254	72	509	70	0	70	1282
Devotion to Mary.	0	87	42	129	204	132	0	336	146	68	214	679
Confidence.....	50	127	126	303	46	33	0	79	45	40	85	467
Faith.....	324	43	128	495	112	40	70	222	260	0	260	977
Hope.....	0	76	0	76	66	10	117	193	115	113	228	497
Total	5106	4257	4162	13525	4759	4315	3864	2368	3613	4246	7859	34368

TABLE XCII  
NUMBER OF ROOMS PER GRADE FROM 42 SCHOOLS CONTRIBUTING APPLICATIONS OF VIRTUES

Virtues	Grades								Total of all grades
	1	2	3	4	5	6	7	8	
Moderation in use of food.....	2	0	3	3	1	6	3,	1	19
Moderation in use of liquor.....	0	0	1	0	0	1	3	9	14
Chastity.....	1		1	3	4	1	3	1	14
Modesty.....	1	6	6	2	2	1	1	5	24
Justice.....	0	3	6	2	5	3	1	0	20
Religion.....	0	3	3	3	5	3	2	1	20
Prayer.....	4	4	2	7	2	3	0	2	24
Obedience.....	4	4	2	6	1	2	2	4	25
Respect for law....	4	4	4	5	4	1	1	2	25
Sincerity.....	8	7	3	1	1	4	5	4	33
Loyalty.....	2	5	6	2	1	1	1	4	22
Gratitude.....	7	6	3	1	1	4	5	4	31
Generosity.....	2	0	1	4	1	5	2	4	19
Fidelity in little things.....	7	2	1	1	0	4	4	4	23
Sorrow for sin.....	1	2	2	0	4	10	3	4	26
Patience.....	7	3	5	5	5	3	4	5	37
Meekness.....	3	6	0	5	3	4	3	4	28
Humility.....	3	1	4	0	8	2	3	2	23
Prudence.....	0	2	2	4	3	1	2	3	17
Watchfulness in avoidance of temptation.....	1	0	2	1	3	2	2	5	16
Watchfulness for the hour of death	3	1	2	1	2	3	3	3	18
Fortitude.....	2	2	1	1	6	7	3	5	27
Loving one's neigh- bor as one's self	4	2	7	5	2	2	4	8	34
Mercy.....	1	0	0	3	1	8	1	2	16
Forgiving injuries.	4	0	4	5	7	2	2	5	29
Not judging others.	1	1	2	0	1	2	1	2	10
Making reconcilia- tions.....	0	0	4	0	4	1	4	2	15
Despising no one...	3	0	1	1	1	0	3	2	11
Good example.....	5	3	5	2	1	3	4	2	25
Not taking scandal.	0	4	4	1	2	4	1	3	19
Perseverance.....	2	1	2	4	2	2	1	0	14
Self denial.....	3	4	1	6	3	3	1	4	25
Zeal.....	3	4	5	4	4	2	2	0	24
Devotion to Mary...	0	1	1	4	2	0	4	2	14
Confidence.....	1	5	3	1	1	0	1	1	13
Faith.....	6	2	3	2	1	2	5	0	21
Hope.....	0	2	0	1	1	3	5	4	16
Total	95	90	102	96	96	105	95	113	791

TABLE XCIII  
NUMBER OF STUDENTS AND GROUPS OF STUDENTS IN FIFTEEN HIGH SCHOOLS  
FOR GIRLS CONTRIBUTING APPLICATIONS OF VIRTUES

Virtues	Academic years								Total groups	Total students
	I		II		III		IV			
	Groups	Students	Groups	Students	Groups	Students	Groups	Students		
Moderation in use of food.....			1	46	2	85	1	40	4	171
Moderation in use of liquor.....			1	46	2	85	1	40	4	171
Chastity.....	1	40			1	40			2	80
Modesty.....			1	30	1	68	2	92	4	190
Justice.....	1	40			1	68			2	108
Religion.....	3	79			1	49			4	128
Prayer.....							1	54	1	54
Obedience.....			1	20			2	94	3	114
Respect for law.....	3	79			1	49			4	128
Sincerity.....							3	106	3	106
Loyalty.....	1	75	1	25					2	100
Gratitude.....	1	45	1	54					2	99
Generosity.....	1	42			1	43			2	85
Fidelity in little things.....			1	43			1	52	1	95
Sorrow for sin.....					1	42			1	42
Patience.....	1	29			3	112			4	141
Meekness.....							2	103	2	103
Humility.....	7	158	1	40	1	42			9	240
Prudence.....	2	58					2	100	4	158
Watchfulness in avoidance of temptation.....	1	37					1	40	2	77
Watchfulness for false doctrines..					2	72			2	72
Watchfulness over affections.....			4	155					4	155
Watchfulness for the hour of death....			1	42					1	42
Fortitude.....	1	29	5	184					6	213
Loving one's neighbor as one's self	10	364							10	364
Mercy.....	4	149	2	75			1	17	7	241
Forgiving injuries..	1	37					1	30	2	67
Not judging others..	1	40			1	40	1	17	3	97
Making reconciliations.....					2	100	2	51	4	151
Despising no one....	1	45	1	41	2	82			4	168
Giving good example.	1	45	1	41	4	182	1	40	7	308
Not taking scandal..	2	58					2	100	4	158
Perseverance.....			2	74					2	74
Self denial.....	1	50	2	100	1	35			4	185
Zeal.....	1	42	2	79					3	121
Devotion to Mary....	1	75			2	89			1	164
Confidence.....			3	135	1	35			4	170
Faith.....					1	43			1	43
Hope.....			1	35					1	35
Total	46	1616	32	1265	31	1361	21	976	130	5218

statements. In assembling the applications for given grades and situations, a virtue that was mentioned for the primary grades was not repeated when it was listed by pupils for the intermediate grades. Virtues that were mentioned first for the intermediate grades were not repeated on the 7th and 8th grade list. This manner of listing applications was adopted in order to show, not frequency or repeated occurrence, but the developmental needs of the child in the different grade groups. Virtue-applications that were listed for the high school years by high school girls were repeated, even though they had previously been given by children of the elementary school groups.

An examination of the curricular material, in the form of virtue-applications, that is presented on the following pages will show that children of the earlier grades, when assisted by the guidance of a teacher, have a tendency to show a very fine analysis in virtue-application. This is desirable and is to be expected. High school students on the other hand, seem to present more general analyses. The present writer, however, thinks that a rather fine analysis is necessary for high school pupils as well as for children of the elementary grades.

In conclusion, it may be stated that with the various fields of the child's daily life analyzed and specific virtue-applications picked out within these fields, there is presented an outline of raw materials that may be used in programs of religious education.

(To be inserted on page 113)

The reader will note in examining the lists of applications themselves and the data on the virtue applications that no lists are given for high school boys. While the co-operation of a number of the boys' high schools was promised to this study by their respective principals, it was exceedingly difficult for the principals to get actual co-operation from the teachers. The writer is inclined to think that as a group, she is not speaking of individuals, that the men who are teaching in the Catholic high schools have not had the experience of the Sisters in co-operating with educational movements, that they are not familiar with educational research, and that, on the whole, they are satisfied with present modes of procedure and are ignorant, and some even hostile to modern educational thinking. For the above reasons and others, the writer decided not to follow up the work for boys in high school. Further, she has had no practical experience with the high school boy and her work in classes in education has been not with teachers of high school boys but with teachers of high school girls and teachers of the elementary school. She is inclined to think, too, that the preparation of virtue applications for boys is a piece of work that would be carried out more satisfactorily by one engaged in teaching boys and more than ordinarily interested in their particular problems.

Just what the classroom presentation of this material will be is not for consideration here. However, the usefulness of such material is manifold. Teachers of all school groups may use the applications in their instructional programs. The list presented may serve as a specific background for a character education program. The materials assembled offer opportunity for the teacher to understand the child and his needs more intimately. They represent as well a source to which she may refer in planning an even more detailed analysis of character needs of the elementary or high school pupil.



## VIRTUE APPLICATIONS FOR LOVE OF GOD

Situation	School Group	Applications
Home	Primary boy or girl	<p>Helps little brothers and sisters to say their prayers.            Makes acts of love every morning and evening.            Does everything he knows will please God.            Speaks kindly to poor people who may come to the door because they are God's friends.            Is kind to brothers and sisters and playmates for love of God.            Obeys mother and father to prove love to God.            Goes on errands for mother for love of God.            Never says anything to hurt another's feelings.            Helps mother with the dishes.            Minds the baby.            Does everything as told.            Does not quarrel with brothers and sisters.            Helps father rake the leaves when he is tired.            Goes to the store for the lady next door.</p>
	Intermediate boy or girl	<p>Proves love by saying night prayers faithfully.            Keeps the commandments.</p>
	Seventh and eighth grade boy or girl	<p>Loves neighbor as self for the love of God.            Trys not to lose a single chance to prove love to God by helping others.            Shows love for God by honoring God's Holy Mother.</p>
	High school girl	<p>Obeys parents for the love of God.            Is kind to the sick and needy for the love of God.            Puts up with inconveniences and trials for the love of God.            Avoids sin and all its occasions for the love of God.            Endures bodily suffering for the love of God.</p>
School	Primary boy or girl	<p>Studies religion lesson to know and love God more.            Listens very well to the teacher when she is talking about God.            Says the prayers before school and after school with thoughts on God and hands folded.            Does not look around during prayers.</p>
	Intermediate boy or girl	<p>Is kind to companions for love of God.            Obeys regulations of the school.            Is very attentive to school-work.            Does not turn down anyone who is in trouble.            Says prayers as well as he knows how.</p>
	Seventh and eighth grade boy or girl	<p>Helps backward children to get their lessons for love of God.            Asks poor children to join in games.            Knows that love of God is not a matter of the feeling but of the will.            Shares books and paper with poor children.</p>

## VIRTUE APPLICATIONS FOR LOVE OF GOD

Situation	School Group	Applications
School	High school girl	Visits the Blessed Sacrament on the way to or from school. Tries to fulfill all obligations well.
Playground	Primary boy or girl	Does not play roughly. Jumps up and forgets all about it if knocked down. Plays with the new boy. Plays fair in games. Does not say bad words.
	Intermediate boy or girl	Will not injure anyone.
	Seventh and eighth grade boy or girl	Never uses the holy name of God. Keeps others from using it. Is a good loser.
	High school girl	Refrains from using unwomanly expressions. Stays away from indecent plays and shows.
Street	Primary boy or girl	Helps those that are poor for love for God.
	Intermediate boy or girl	Makes an act of love when tipping hat or bowing head when passing church.
Church	Primary boy or girl	Tells God of love of Him. Kneels like a soldier to show love. Makes a visit to the Blessed Sacrament without anyone knowing it just for love of God. Prays that others may love God more and more.
	Intermediate boy or girl	Prays for others because of love for God. Goes to Holy Communion often. Makes the way of the Cross to prove love of God. Goes to Mass on weekdays for love of God. Receives Holy Communion daily if possible. Makes little sacrifices for love of God. Loves the first Friday devotion. Prays for God's interests.
	Seventh and eighth grade boy or girl	Is not late for services because of love for God. Takes flowers for the decoration of the altar. Helps to clean the church, if necessary
Homes of others	Primary boy or girl	Does not hurt anyone because in hurting them he would hurt God. Goes to see sick people. Takes the sick flowers or fruit.
	Intermediate boy or girl	Shows his love of God by not being ashamed of his religion.

## VIRTUE APPLICATIONS FOR LOVE OF GOD

Situation	School Group	Applications
Street car, bus, or train	Primary boy or girl	Gives up seat to older people for love of God.
Stores	Intermediate boy or girl	Pleases God by helping older people carry packages.

## VIRTUE APPLICATIONS FOR FAITH

Situation	School Group	Applications
Home	Primary boy or girl	<p>Makes the sign of the Cross well thinking of what it means.  Says morning and evening prayers.  Makes the sign of the Cross when tempted.  Makes acts of faith daily.  Gets up on cold mornings to serve Mass.  Believes that parents take the place of God.  Is not ashamed of being a Catholic.</p>
	Intermediate boy or girl	<p>Remembers when tempted that God is looking on.  Says grace before and after meals, no matter who is present.  Recalls to mind that God is present, knowing and seeing all.</p>
	Seventh and eighth grade boy or girl	<p>Teaches little brothers and sisters about God.  Has articles in home that symbolize faith.</p>
	High school girl	<p>Has religious articles in her home.  Believes that God will reward her if she does His will.  Makes daily acts of faith.  Has blessed candles in her home.  Has Catholic books and magazines in her home.  Says morning and night prayers.</p>
School	Primary boy or girl	<p>Obeys the teachers because they take the place of God.  Studies lessons in Religion well.  Says the school prayers well.  Remembers God sees all.</p>
	Seventh and eighth grade boy or girl	<p>Is devoted to Catholic education.  Studies Christian Doctrine well.</p>
	High school girl	<p>Remembers God is present always.  Is devoted to Catholic education.  Visits the chapel daily.  Believes her teacher is a representative of God.  Studies her religion.</p>
Playground	Primary boy or girl	<p>Believes God sees him playing.</p>
	Intermediate boy or girl	<p>Is fair at all times because God sees.  Is not ashamed of his faith.</p>
Church	Primary boy or girl	<p>Prays as well as he can because he knows God lives there.  Believes that Jesus is really in church.  Believes that Jesus is present in the Sacred Host.  Makes an act of faith on entering the church.  Genuflects to show faith and love.</p>
	Intermediate boy or girl	<p>Listens to sermons because God speaks through his priests.  Makes frequent visits to show faith in the Blessed Sacrament  Conducts himself in such a way that his deportment shows his faith.</p>

## VIRTUE APPLICATIONS FOR FAITH

Situation	School Group	Applications
Church	Seventh and eighth grade boy or girl	Adores God's present in the tabernacle. Contributes to church collections. Is faithful to prayer.
	High school girl	Follows Mass devoutly. Uses the missal correctly. Does not talk nor laugh in church. Does not leave, unless absolutely necessary, before Mass is over. Does not stand in back of the church, unless it is necessary. Has her entire deportment in church manifest her faith to others.
Homes of others	Primary boy or girl	Does not eat meat on Friday. Says grace before and after meals. Is proud to be a Catholic.
	Intermediate boy or girl	Is not afraid to say, "I am a Catholic."
	Seventh and eighth grade boy or girl	Does not attend non-Catholic services. Never complains about the requirements of his faith.
	High school girl	Says grace. Does not eat meat on Friday. Attends Mass on Sunday when visiting over the week-end. Says morning and night prayers.
Street	Primary boy or girl	Raises cap or bows head when passing a church.
	Intermediate boy or girl	Is not ashamed to say, "I am a Catholic."
	High school girl	Makes a visit to the church whenever possible. Bows head when passing a church.
Stores	Intermediate boy or girl	Is not ashamed to buy religious articles. Is not ashamed to buy fish on Fridays.

VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN LOVING THE NEIGHBOR  
AS ONESELF

Situation	School Group	Applications
Home	Primary boy or girl	<p>Goes to the store for mother.  Lets company play with toys.  Lets them play with little brother.  Does not keep two toys of anyone kind but gives one to someone who has'nt one of that kind.  Goes to help as soon as mother calls.  Is generous in letting others play with toys they like to play with.  Does not walk on rug with muddy shoes.  Permits freinds to sit in the chair they like best.  Does not leave toys for someone else to pick up.  Hangs up coat and hat where they belong.  Does not punch back when brother punches him.  Does not slap back.  Does not cry when teased.  Does not say a word when someone spills something.  Does not cry when laughed at.  Picks up the papers little brothers and sisters have thrown about.  Helps his brother with his chores.</p>
	Intermediate boy or girl	<p>Saves spending money to send a present to a sick little girl at the hospital.  Does writing for lady who has rheumatism in her fingers.  Takes care of the baby while mother works.  Washes the dishes for mother.  Takes little sister out while mother rests.  Is kind to little brothers and sisters.</p>
	Seventh and eighth grade boy or girl	<p>Helps parents.  Serves others before serving self.  Is courteous.  Never forgets to say "Thank You" and "Please".  Is very kind and generous to the poor.  Gives up little pleasures to please others.  Is helpful with the housework.  Does not sit in the easiest chair but leaves it for others.  Sets the table for mother.  Helps the maid if there has been extra work.  Shares a gift of candy with others present.</p>
	High school girl	<p>Does not speak of the faults of others.  Does not allow others to know when she is displeased.  Does little kindnesses for members of the family.  Speaks kindly to everyone.  Tries never to refuse a service to another.  Will not listen to unkind conversation.  Does not carry gossip.  Gives to the poor.</p>

VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN LOVING THE NEIGHBOR  
AS ONESELF

Situation	School Group	Applications
Home	High school girl	<p>Apologizes when she has hurt someone.  Plays with little brothers and sisters.  Does not grumble when a request is refused.  Gives up something that her mother may have more.  Goes to the store.  Washes the dishes.  Permits others to see the new magazines first.  Keeps the secrets of others.  Gets her mother to rest.  Is quiet when someone else is using the phone.  Stays at home and minds the baby if mother wants to go out.  Attends to the needs of the younger members of the family.  Never answers back.  Gets her father's house slippers as soon as he returns from work.  Is kind to the brother or sister who is out of humor.  Does services for others cheerfully.  Tries to be interested in the view points of others.  Gives others a chance to look at the newspapers first.  Tries to find out the duties that are disagreeable to her mother and perform them herself.  Is interested in her own family above all others.  Gets up early and helps mother before school.  Helps get ready brother and sister for Mass.  Rinses hose, etc., for mother.  Stays with her married sister's children at night when she wants to go out.</p>
School	Primary boy or girl	<p>Says "Hello" to everyone he knows.  Loans paper, books, or pensils willingly.  Shares lunch with one who has lost his.  Picks up book for someone who has dropped it.  Helps teacher and others to carry packages or books.  Does not scatter papers for others to pick up.  Sits quietly so as not to disturb others who are writing.</p>
	Intermediate boy or girl	<p>Shares a box of caramels with companions.  Picks up paper on the floor near another's desk.  Visits a sick class-mate.  Does not do to others what she would not like done to herself.  Does not carry tales.  Does not try to get others punished.</p>
	Seventh and eighth grade boy or girl	<p>Leaves the desks of others in good condition after using them.  Takes corrections cheerfully.  Speaks kindly of those absent.  Helps keep the classroom clean.</p>

VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN LOVING THE NEIGHBOR  
AS ONESELF

Situation	School Group	Applications
School	High school girl	<p>Tries to be kind to all her classmates.  Speaks to girl who is angry with her.  Refuses to listen to unkind conversation.  Does not circulate gossip.  Apologizes when she has hurt someone.  Is not always with the same girl.  Is considerate of everyone, teachers and pupils.  Picks up an article for someone who has dropped it.  Is gracious in loaning books and pencils.  Is considerate of others in the laboratory.  Greets everyone in a friendly manner.  Does not take the most desirable place in the assembly hall.  Does not make fun of other people.  Does not have grudges against anyone.  Is kind to the timid.  Shares sweets with others.  Does not interrupt one who is talking.</p>
Playground	Primary boy or girl	<p>Shares candy.  Gives the swing to someone who is very anxious for it.  Gives others a chance to use the swing before him.</p>
	Seventh and eighth grade boy or girl	<p>Helps other children.  Plays fairly.  Does not exclude less popular children from games.  Gives place to others.  Does not take more turns than is coming to him.  Stops game for a newcomer.  Stops game, if necessary, to take home one who has been hurt.  Invites newcomers to join in the games.</p>
Recreation	High school girl	<p>Plays fair.  Is not rough.  Pushes a small child who is on a swing.  Does not keep a crying baby in the theatre.  Does not cough without using a handkerchief.  Does not use both arm rests in a theatre.  Helps another to find something that is lost.  Yields to the wishes of others.  Does not kick the seat in front of her at the movies.  Accommodates others by removing her hat at the show.  Yields to the wishes of her companions where principle is not concerned.</p>
Church	Primary boy or girl	<p>Helps an old lady down the icy stairs.  Picks up beads for someone who has lost them.</p>
	Intermediate boy or girl	<p>Does not disturb others by talking.  Moves over in the pew.  Closes the confessional door quietly.  Never makes others walk over him in the pew.</p>



VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN LOVING THE NEIGHBOR  
AS ONESELF

Situation	School Group	Applications
Church	Seventh and eighth grade boy or girl	Has Mass said for the dead. Sits quietly during a sermon. Answers quietly the question of another.
	High school girl	Prays for others. Does not crowd others out of the pew. Moves over in the pew so others will not have to walk over her coming from Communion. Does not push in a crowd.
Street	Intermediate boy or girl	Asks others he knows to ride with him if he is in a machine. Protects a child from a car that he does not see. Helps a blind man or a cripple to cross the street. Speaks in a friendly way to everyone he knows. Carries packages for a person who is loaded with them. Helps shovel the snow.
	Seventh and eighth grade boy or girl	Helps a cripple to cross the street.
	High school girl	Helps older people in crowds. Is kind to one in trouble. Has a smile for a lonely person. Helps a neighbor to carry her bundles. Respects the property of others. Covers, or has covered, the icy sidewalks with ashes. Helps the blind across the streets. Salutes everyone she knows. She forgives others who may pass her by without seeing her. Does not walk on the lawns of others. Keeps to the right of the sidewalk.
	Homes of others	Primary boy or girl
	Intermediate boy or girl	Visits the sick. Does not talk about the faults of others.
	Seventh and eighth grade boy or girl	Is courteous. Goes on an errand if a neighbor has asked. Does not talk too much. Joins in games and songs willingly.

VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN LOVING THE NEIGHBOR  
AS ONESELF

Situation	School Group	Applications
Homes of others	High school girl	<p>Is very kind to the sick.  Is not destructive.  Respects the customs of the home she is visiting.  Is not critical of the homes she has visited.  Helps the hostess when ever she can.  Is cheerful.  Does not make known personal aches.  Does not talk about herself, but is interested in others.  Is kind to the parents of her friends.  Tries to make them happy if they are worried.</p>
Street car, bus, or train	Intermediate boy or girl	<p>Picks up a package for the lady sitting next to her.  Helps an old man with crutches to get off the car.  Gives seat to an older person.</p>
	High school girl	<p>Gives up her seat to one who needs it.  Is not rude to anyone.  Helps off and on a woman who has several children to manage.  Does not occupy too much space in a crowded car.  Has tickets or carfare ready for the conductor.</p>
Stores	Primary boy or girl	<p>Opens the door for a person who has many packages to carry.  Lets one who is in a hurry get his hair cut first.</p>
	Seventh and eighth grade boy or girl	<p>Does not grumble when the clerk is slow.  Speaks kindly to the clerk.  Waits his turn quietly.</p>
Movies	Intermediate boy or girl	<p>Does not push ahead of others.  Shares spending money.  Does not throw candy wrappers around.  Does not whistle or sneer at one whose performance is not liked.  Gives the best seat to another.  Shares candy.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN FORGIVING INJURIES

Situation	School Group	Applications
Home	Primary boy or girl	<p>Forgives little sister for telling tales.  Forgives little sister for breaking doll.  Forgives little brother for taking candy.  Forgives brother who broke his plaything.</p>
	Intermediate boy or girl	<p>Shares candy with brother after he has tattled on him.  Forgives little sister for breaking something.  Forgets about the whipping he got for something he did not do.  Is generous with those who have not been generous with him.  Forgives those who have been mean to him.  Keeps quiet when someone scolds him for something he did not do.  Is not mean to one who has been mean to him.</p>
	Seventh and eighth grade boy or girl	<p>Pardons his brother for saying a mean thing about him.  Pardons the one who punished him for something unjustly.  Tries to forget that a member of the family has been rude to her.</p>
	High school girl	<p>Takes an unjust punishment without saying anything about it.  Forgives one who injured something of her personal property.  Does not hold a grudge against anyone.  Forgives younger child who has embarrassed her in front of her friends.  Forgives rough brothers.  Renders a kindness in place of an injury received.</p>
School	Primary boy or girl	<p>Forgives the boy who knocked his pencil box out of the window.  Forgets about the girl who asked the teacher for the book he wanted.  Pardons the boy who knocked him down the stairs.  Walks at recess with the girl who called her names last week.  Does not refuse to be friends with the boy who pushed him in the mud.  Offers candy to the one who did not offer him any.  Gives candy to the boy who asked for a piece and who had not given away any of his.  Tries to forget that a boy told a lie about him.</p>

Situation	School Group	Applications
School	Primary boy or girl	Forgives the one who took pencil without returning it.
	Intermediate boy or girl	<p>Forgives an unkind remark.</p> <p>Offers to help a boy in trouble even after he showed he wasn't a friend.</p> <p>Forgives those who have spoken mean about him.</p> <p>Does not hold a grudge against anyone.</p> <p>Takes a scolding and says nothing.</p>
	Seventh and eighth grade boy or girl	<p>Shows no revenge for getting low marks because of misconduct.</p> <p>Tries not to mind when punished unjustly.</p> <p>Shows no revenge for the boy who put his name down for talking when he did not talk.</p>
Playground	High school girl	<p>Pays no attention to an unkind remark.</p> <p>Pardons one who injures her personal property.</p> <p>Remains silent when falsely accused.</p> <p>Accepts all apologies offered.</p> <p>Greets graciously one who has been unkind to her.</p> <p>Refrains from saying unkind things about one who has been unkind to her.</p> <p>Does not permit herself to think unkindly about one who has done her an injury.</p>
	Primary boy or girl	<p>Pardons the boy who kicked him.</p> <p>Pardons the one who threw him off the swing.</p> <p>Pardons the boy who told an untruth about him.</p> <p>Does not tattletale on friends who hurt him.</p> <p>Does not tattletale on friends who tattled on him.</p> <p>Forgives one who broke his playthings.</p> <p>Pardons one who did not give him any of his candy.</p>
	Intermediate boy or girl	<p>Does not kick the boy who has been mean to him.</p> <p>Forgives the boy who bumped into him.</p> <p>Does not act like a sorehead when a boy hits him through accident.</p> <p>Pardons the one who has hurt his feelings.</p> <p>Does not plan to get even with those who have been mean to him.</p>
	Seventh and eighth grade boy or girl	<p>Tries to forget the fact that a certain boy cheated in the ball-game.</p> <p>Tries to forget that the meanness of another kept him from winning.</p>

Situation	School Group	Applications
Street	Primary boy or girl	<p>Forgives the girl who called him a name. Excuses the boy who caused him to break the glass of mustard he was carrying home from the store. Says hello and smiles at the girl who was mad at him at recess. Excuses boy who took ride on bicycle without permission. Does not call back a name at the boy who called him names.</p>
	Intermediate boy or girl	<p>Asks one who has been mean to him to go with his family for a ride. Shares candy with those who haven't shared theirs. Doesn't pretend to notice that someone had a party and he was not invited.</p>
	Seventh and eighth grade boy or girl	<p>Speaks kindly to the boy who broke a window in his house. Gives a ride on his bicycle to a boy who had not given him a ride on his. Speaks pleasantly to everyone he knows, even though they may not be so pleasant to him. Never refuses to speak to others because of an injury they may have done him.</p>
	High school girl	<p>Speaks kindly to all, no matter how unkind some may have been to her. Never refrains from rendering a service to another, even though the other person may have offended her. Does not think about injuries that have been done to her or to members of her family.</p>
Church	Primary boy or girl	<p>Forgives the one who pushed him. Forgives the one who took the penny he lost. Forgives the one who would not move over in the pew. Prays for one who has been mean to him.</p>
	Intermediate boy or girl	<p>Prays for all those persons who have ever been mean to him or to members of his family. Does not think unkindly about those who have been unkind to him. Is just as considerate for those who have been mean to him as to those who are his friends.</p>
	High school girl	<p>Prays for her enemies.</p>

Situation	School Group	Applications
Church	High school girl	<p>Does not let herself think over injuries received.</p> <p>Shows by her manner that she does not harbor unkind feelings of others.</p> <p>Tries to forget as well as forgive any injury received.</p>
Homes of others	Primary boy or girl	<p>Tries to forget that a little friend did not want to play with him.</p> <p>Pardons the one who broke a toy.</p> <p>Forgives the one who threw his coat on the floor.</p> <p>Forgives his friend's little brother for knocking over the block house he had made.</p>
	Intermediate boy or girl	<p>Gives candy to the boy who has been mean to him.</p> <p>Is kind when another is rude.</p> <p>Forgives the one who did not offer him some ice cream.</p> <p>Forgives the boy who took all his candy or most of it.</p>
	Seventh and eighth grade boy or girl	<p>Does not pretend to notice it when others are not as kind to him at their homes as he has been to them at his home.</p>
	High school girl	<p>Does not permit herself to think that others meant to be unkind to her.</p> <p>Forgets and forgives those who were not gracious to her.</p> <p>Does not show by her manner that her feelings are hurt.</p>
Street car, bus or train	Primary boy or girl	<p>Does not cry or frown or complain when brushed against.</p> <p>Answers "Certainly" to one who says "Pardon me".</p>
	High school girl	<p>Forgives one who has stepped on her foot.</p> <p>Receives an apology with graciousness.</p> <p>Does not pretend to notice the one who shoved ahead of her.</p> <p>Does not think unkindly of one who caused her to drop bundles, etc.</p>
Movies	Primary boy or girl	<p>Forgives the boy who took the seat he was ready to take.</p> <p>Pardons immediately the one who stepped on his toe.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN FORGIVING INJURIES

Situation	School Group	Applications
Movies	Intermediate boy or girl	Does not shout remarks out when others shout at him. Excuses the one who may have knocked the bag of pop-corn from his hand.
	Seventh and eighth grade boy or girl	Does not say anything to the one who is standing in front of him.
	High school girl	Accepts apologies graciously.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT JUDGING OTHERS

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not say little brother always takes the best of everything when he takes the nicest piece of candy.</p> <p>Does not say his brother pushed him off his bicycle because he happened to fall off when he passed him.</p> <p>Does not say mother does not love him when she gives his ball to little brother to play with.</p> <p>Does not accuse little sister of taking the cookies that are missing from the pantry.</p>
	Intermediate boy or girl	<p>Does not think evil of others because they seem to snub him.</p> <p>Does not think his brother or sister greedy because they do not give him some of their candy.</p> <p>Does not think another is bad because he is impolite.</p> <p>Does not think bad of the boy who eats three dishes of ice cream; he may not have had any lunch.</p>
	Seventh and eighth grade boy or girl	<p>Does not think brothers and sister unkind because they seem to be cross.</p> <p>Does not think ill of parents because they scold him.</p>
	High school girl	<p>Does not think ill of mother because she refuses certain requests.</p> <p>Does not misjudge parents when they refuse to let her go some place.</p> <p>Does not misjudge parents when they punish her.</p> <p>Does not think ill of that member of the family who tells her to do something she will not do herself.</p> <p>Does not think ill of mother when she permits one to do something and not him.</p> <p>Does not accuse brothers and sisters of doing something she is not sure they are guilty of.</p> <p>Excuses the unkindness of others always.</p>
School	Primary boy or girl	<p>Does not say the boy has taken his ruler unless he is absolutely sure of it.</p> <p>Does not say the boy sitting in back of him has his five cents because there is five cents on the boy's desk.</p> <p>Does not say the little girl across from him took his pencil when he is not sure.</p> <p>Does not say someone knocked his coat down because it happened to be lying on the floor when he went to get it.</p>
	Intermediate boy or girl	<p>Does not think a girl the teacher calls on twice is liked better than he.</p> <p>Does not think the teacher mean because she will not answer every question asked.</p>



## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT JUDGING OTHERS

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	Knows that others may do what appears to be wrong without realizing the evil they are doing. Does not wonder how a certain person comes to have the few clothes she has.
	High school girl	Does not think evil of the teacher who corrects her. Does not misjudge the girl who refuses her a service. Never thinks evil of the fellow student who makes a criticism in class of something she has done.
Playground	Seventh and eighth grade boy or girl	Does not think a boy mean when he does not help to pick up one who has fallen.
	High school girl	Does not think one a sissy who will not enter into sports.
Street	Primary boy or girl	Does not think the policeman at the corner is mean when he makes him wait at the crossing.
	Intermediate boy or girl	Does not think someone pushed her because she happened to fall from her bicycle. Does not think that because a man walks unsteadily that he is intoxicated. Does not think a man shiftless because he is poor.
	High school girl	Does not misjudge anyone because of his carelessness in appearance. Does not think unkindly of one who does not salute her. Does not misjudge those who go through the stop lights without stopping. Does not think that friends have ignored her when they drive by and she is waiting for a car.
	Primary boy or girl	Does not say that the child sitting next to him spent his money for candy when he doesn't put any in the collection.
Church	Intermediate boy or girl	Does not think her companion bad because she does not go to Holy Communion every Sunday. Does not think evil of the people who leave the church shortly after Holy Communion; they may have to go to work.
	Seventh and eighth grade boy or girl	Does not think people are stealing when they are looking for something which they have lost. Does not think a person has missed Mass because he came late. Does not wonder why a boy is so long in confession. Does not think evil of one who talks in church.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT JUDGING OTHERS

Situation	School Group	Applications
Church	High school girl	Does not judge those who go to church without a prayer book. Does not think that one looks around to attract attention. Does not think that one who goes in church and walks to the front pew does it to attract attention. Does not judge those who come late for Mass. Does not judge those who go to confession almost immediately upon entering the church. Does not permit herself to think of the faults of others.
Homes of others	Seventh and eighth grade boy or girl	Does not think that the furniture of others is not paid for. Does not think that because someone is talking in a loud voice that he is fighting. Does not judge the character of others by their irritable manners. Does not think that because people are talking in a foreign language or in a low tone that they are talking about him.
	High school girl	Does not repeat rash judgments. Thinks kindly of the conditions she sees in homes she visits. Does not judge the occupants if the house is untidy. Does not think the person greedy who reaches at the table.
Street car, bus, or train	Primary boy or girl	Does not think unkindly of the child who is seated while older folks stand.
	Intermediate boy or girl	Does not think the man unkind who does not move over on the car seat, he may not see anyone standing.
	Seventh and eighth grade boy or girl	Does not think unkindly of the man who does not give a lady his seat.
	High school girl	Does not think the clerk is cheating when she gives the wrong change. Does not think unkindly of one because she makes mistakes. Does not think ill of the clerk who keeps her waiting. Does not judge a patron who seems to be very demanding.
Movies	Intermediate boy or girl	Does not think that his friends got in dishonestly.
	High school girl	Does not think ill of boys and girls who have attended shows she does not think appropriate.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN DESPISING NO ONE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not dislike a little brother or sister who may have upset his playthings.</p> <p>Speaks as kindly to servants as to members of the family.</p>
	Intermediate boy or girl	<p>Does not dislike a brother or sister who is cross or mean.</p> <p>Does not dislike a member of the family who happens to be slow.</p> <p>Does not dislike a brother or sister who gets something he does not get.</p>
	Seventh and eighth grade boy or girl	<p>Is not hurt when parents schld.</p> <p>Is respectful to the old and ugly.</p> <p>Is very kind to a member of the family who is sick or crippled.</p> <p>Is not ashamed of the fact that his parents are not well educated.</p> <p>Is kind to the poor when they come to the door.</p> <p>Does not invite to parties only those who dress as well as she does.</p> <p>Asks to her party a girl whom others do not like.</p>
	High school girl	<p>Is not jealous of older brothers and sisters who seem to receive more favors than she does.</p> <p>Is respectful to aged people.</p> <p>Does not criticize the advice of parents.</p> <p>Does not look down on servants who work in the home.</p> <p>Is kind to all visitors without exception.</p> <p>Does not scorn a member of the family who lacks humor.</p> <p>Is not jealous of a member of the family who is popular.</p> <p>Thinks kindly of persons who are queer in dress or behavior.</p>
School	Primary boy or girl	<p>Does not say mean things about the teacher who punished him for being disobedient.</p> <p>Does not hit the boy back who hit him.</p> <p>Does not push back.</p> <p>Is kind to the girl who has not pretty dresses.</p> <p>Helps pupil not liked to get out of trouble.</p> <p>Does not think mean things about one who has been mean to him.</p>
	Intermediate boy or girl	<p>Does not dislike the poor.</p> <p>Is just as kind to colored children as to white.</p> <p>Does not make fun of the deformed or ugly or the poor.</p> <p>Is very kind to the boy who is slow with his lessons.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN DESPISING NO ONE

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	<p>Never has a grudge against a fellow pupil.  Says something good about one he does not like.  Sits or walks next to a pupil whom she does not like.  Picks up a dropped article for a classmate she does not like.  Listens kindly to girls she does not like.</p>
	High school girl	<p>Does not ignore another because of her dress.  Helps the pupil who is slow.  Is courteous to all pupils without exception.  Does not dislike the girl who gets better marks than she  Does not dislike the girl who gets honors she does not get.  Does not dislike the unpopular.  Does not dislike the popular.  Does not show displeasure at the behavior of one who is annoying.  Does not permit herself to think unkind thoughts about anyone.  Makes a particular effort to think kindly of one who has been mean to her.  Tries to find excuses for the unbecoming behavior of others.  Does not join in unkind conversations about anyone.  Is very careful not to say anything about one that might cause another to dislike her.  Remembers that an unkind but thoughtless remark about another may cause others to dislike the person spoken about.</p>
Playground	Primary boy or girl	<p>Shares his candy with the boy who pushed him into the water.  Says good things about the boy who said bad things about him.</p>
	Intermediate boy or girl	<p>Does not dislike the one who broke up a sand boat she had just made.  Plays with someone who has been mean.  Asks all, without exception, to take part in games.</p>
	Seventh and eighth grade boy or girl	<p>Does not dislike one who is not successful in games.  Puts on the swing a child that is not very well liked.  Invites one to play who is generally disliked.  Helps to pick up one who has fallen.  Speaks kindly to one who has been a poor sport.</p>
	High school girl	<p>Does not argue with those she does not like.  Takes an injured one who may be disliked for first aid.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN DESPISING NO ONE

Situation	School Group	Applications
Street	Primary boy or girl	Does not throw stones at persons he does not like. Speaks kindly to persons who have not been kind. Does not call name at peddlers, blind men, poor men, etc. Says "hello" to everyone he knows.
	Intermediate boy or girl	Walks home with one she does not like. Does not hesitate to take the poor man or the blind man across the street. Is not mean to the person who sends children away from in front of his house.
	High school girl	Does not show dislike for her neighbors. Does not run away from those who need help. Sees and greets everyone she knows.
Church	Primary boy or girl	Prays for one he does not like. Tries to think nice things about a girl she does not like. Moves over in the pew to let someone in she does not like.
	Seventh and eighth grade boy or girl	Helps old people who are poor up the church steps. Takes a forgotten article from the church to a girl who left it there and who she does not like.
	High school girl	Does not avoid going into the pew with one she is inclined not to like. Is not jealous of those given solos in the choir. Is not unkind in manner to one who does not move over in the pew. Shares hymn book with one who is not well liked. Does not consider herself better than others who have not a family pew. Does not permit herself to think unkindly of a priest who expresses opinions with which she does not agree. Does not permit herself to criticize even mentally the priest who is a poor speaker.
Homes of Others	Primary boy or girl	Does not dislike the lady who gave his playmate a piece of cake and gave him nothing. Does not talk back to someone who said a mean thing to him.
	Seventh and eighth grade boy or girl	Does not laugh at those who have strange ways. Runs errands for the neighbor who is not grateful. Does not permit self to say or think: "I hate So and So."

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN MAKING RECONCILIATIONS

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does a kind deed for one who has been mean to him.</p> <p>Does not call another a name when called a name by him.</p> <p>Plays with the little boy who comes to visit even though he broke your train on his last visit.</p> <p>Speaks kindly to the girl who picked the pretty flowers from your garden that you wanted to give to someone else.</p> <p>Tries to make up with the girl who is "mad."</p> <p>Gives some candy to the cousin who was hurt because he did not get any peanuts yesterday.</p> <p>Keeps his little brothers and sisters from fighting.</p> <p>Gives some candy to the brother with whom he had quarreled.</p>
	Seventh and eighth grade boy or girl	<p>Is the first to speak with the brother or sister with whom he has quarreled.</p>
	High school girl	<p>Gives a member of the family something she wanted even though she may have been mean.</p> <p>Tries to be funny at home when members of the family have had differences.</p> <p>Offers prayers to bring about reconciliations.</p> <p>Does not allow pride to keep her from offering an apology.</p> <p>Listens to corrections without showing injury.</p> <p>Tries to make up to her mother after a disagreement by doing something for her.</p> <p>Gets the evening meal for mother after having a difference with her.</p>
School	Intermediate boy or girl	<p>Offers to help carry books for one with whom he has quarreled.</p> <p>Is the first to speak after a quarrel.</p> <p>Does not leave the school yards until he has made up with the one he quarreled with.</p> <p>Offers candy to someone with whom he had quarreled.</p> <p>Offers to help one with whom he had quarreled.</p>
	Seventh and eighth grade boy or girl	<p>Helps two classmates to make up.</p> <p>Says nice things about a classmate to a person with whom the classmate has had difficulties.</p> <p>Remembers that it took two to make a quarrel.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN MAKING RECONCILIATIONS

Situation	School Group	Applications
School	High school girl	<p>Is friendly to the teacher after having difficulties with her.</p> <p>Helps a girl to find what she has lost even though there has been trouble between them.</p> <p>Tries to forget about an injustice that has been done to her.</p> <p>Tries to be pleasant with one with whom she has had a quarrel.</p> <p>Does not argue.</p> <p>Is generous in admitting mistakes.</p> <p>Yields in a contest to another with whom she has had a falling out.</p> <p>Speaks to the girl who has told mean and untrue things about her.</p> <p>Helps with her lessons one with whom she has disagreed.</p>
	Intermediate boy or girl	<p>Plays with the boy who told a secret.</p> <p>Makes up with the girl who tore her coat.</p> <p>Permits the person with whom he had a fuss to be the leader.</p> <p>Is the first to speak after a quarrel.</p>
Playground	High school girl	<p>Gives the person the ball that she had had a disagreement with.</p> <p>Tries to reason with two children to forget and forgive.</p> <p>Offers assistance to one who has fallen and with whom she has quarreled.</p>
Street	Intermediate boy or girl	<p>Talks to the boys who called him a name.</p> <p>Pretends not to know it, even though he was hurt, when he knew the boys had said something untruthful about him.</p>
	High school girl	<p>Begins a conversation with one with whom she had quarreled.</p> <p>Asks to pick up in her machine one with whom she has had trouble.</p> <p>Greets pleasantly one with whom she had had a misunderstanding.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN MAKING RECONCILIATIONS

Situation	School Group	Applications
Church	High school girl	<p>Bows and smiles to the one with whom she has not been on friendly terms.</p> <p>Offers one with whom she has quarreled a seat in her pew.</p> <p>Watches for and greets cordially one with whom there has been a recent misunderstanding.</p> <p>Prays for reconciliations.</p>
Homes of others	Intermediate boy or girl	Does kind things for one who has been mean to him.
	Seventh and eighth grade boy or girl	Speaks kindly of one relative to another when they have quarreled.
Street car, bus or train	High school girl	<p>Begins conversation with a person with whom she has been unfriendly;</p> <p>Gives up seat to a woman who does not like her mother.</p>
Stores	High school girl	Speaks kindly to the clerk who has been abrupt to her.
Movies	High school girl	<p>Invites a person to go with her in order to become friends again.</p> <p>Asks a neighbor with whom there had been trouble to ride home from the movies with her.</p> <p>Plan theatre party inviting friends who had quarreled.</p>



## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN THE WORKS OF MERCY

Situation	School Group	Applications
Home	Primary boy or girl	<p>Minds the baby.  Prays for one who is dying.  Does not cry when scolded.  Forgives those who hurt him.  Prays for all the living and the dead.  Tells little brother or sister not to do what is wrong.  Is very kind to mother if something has happened to pain her.</p>
	Intermediate boy or girl	<p>Washes dishes for brother when it is his turn.  Helps little brothers and sisters with their lessons.  Cheers up little brothers and sisters when they have the toothache, etc.  Buys things from the poor when they are selling them at the door.  Cheers up little brother when he cries.  Teaches the baby how to wait, if mother is very busy.  Answers questions for little brothers and sisters.  Keeps brother and sister quiet when mother or any other member of the family is sick.  Prays for mother when she is sick.  Dresses the little ones when mother is busy.  Teaches the younger children to pray.  Is kind to one who is crying.  Does not hurt anyone, no matter how much they have hurt him.  Sends old clothes and magazines to the Catholic Salvage Bureau.  Puts away some of his pennies for the poor.</p>
	Seventh and eighth grade boy or girl	<p>Does not hit back.  Prays for members of the family.  Helps, if necessary, to support the family by taking a job after school.</p>
	High school girl	<p>Is helpful when a member of the family is sick.  Relieves mother when she is tired.  Waits on brothers and sisters when they are sick.  Is a help to mother at housecleaning time.  Helps the little ones.  Puts them to bed.  Washes their faces and hands.  Helps them at the table.  Teaches the little ones their prayers.  Is courteous when she does not feel like being so.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN THE WORKS OF MERCY

Situation	School Group	Applications
Home	High school girl	<p>Gives the smaller children something to eat when they are hungry.</p> <p>Does the work for someone who is sick.</p> <p>Is kind to a younger member of the family who has done wrong.</p> <p>Gets a member of the family to read good books.</p> <p>Encourages members of the family to make missions, novenas, etc.</p> <p>Forgives those who have pained her.</p> <p>Shows younger members of the family the difference between right and wrong.</p> <p>Is kind to the poor.</p> <p>Sees that no longer used articles are sent away to the poor.</p>
School	Primary boy or girl	<p>Shares candy with others.</p> <p>Gives a poor child some lunch.</p>
	Intermediate boy or girl	<p>Helps a child to work his problems.</p> <p>Buys fruit, with spending money, for a sick girl.</p> <p>Prays for a sick classmate.</p> <p>Helps a lame boy up the stairs.</p> <p>Reminds a boy to keep quiet in the corridors by keeping quiet himself.</p> <p>Does not make fun of one who is blue.</p> <p>Is kind to one who is crying.</p> <p>Studies lessons in religion in order to be able to answer questions about it.</p> <p>Shares lunch with one who has lost his.</p> <p>Makes a child happy when someone has hurt his feelings because of a mistake he has made.</p> <p>Does not argue.</p> <p>Is not afraid to say that something is wrong and that he won't do it.</p> <p>Bears it like a man, when accused unjustly of doing wrong.</p> <p>Forgives those who have injured him.</p>
	High school girl	<p>Does not complain about others in the class.</p> <p>Does not get angry when reprimanded.</p> <p>Helps a classmate out of trouble.</p> <p>Is kind to the pupil who has snubbed her.</p> <p>Lives up to the school spirit.</p> <p>Helps a pupil who is having difficulty with a problem.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN THE WORKS OF MERCY

Situation	School Group	Applications
School	High school girl	Speaks to all with kindness. Is kind, particularly to the poor and afflicted. Explains to one who has been absent an assignment given. Shares lunch with one who has forgotten hers. Buys lunch for one who has forgotten hers. Forgives offences willingly. Is loyal to school regulations. Bears false accusations patiently. Visits classmates who are sick, or writes to them.
	Primary boy or girl	Stops two boys who are fighting. Is careful not to hurt anyone.
	Intermediate boy or girl	Does not fight back when hit. Keeps little children from harm. Stops a fight. Pardons those who have hurt him. Is kind to one who has been hurt.
	Seventh and eighth grade boy or girl	Cheers up a crying child. Keeps one child from injuring another. Forgives those who have not treated him fairly. Asks forgiveness of one he has injured. Shows younger children the right thing to do.
Street	High school girl	Picks up one who has fallen. Plays with a girl whom others dislike. Does not jeer at a loser. Does not misjudge a poor loser.
	Primary boy or girl	Helps a lost child to find her way home. Helps one who has fallen to get up. Calls for help when there is an accident. Keeps smaller boys from doing what is wrong.
	Intermediate boy or girl	Helps a blind lady across the street. Carries bundles for a lame person. Does not disturb the neighbors. Asks an old lady if he may carry her bundles. Protects an old man or a funny looking man from a crowd of bad boys. Is kind to animals. Pardons those who are mean to him. Does not "pay back" those who have been mean to him.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN THE WORKS OF MERCY

Situation	School Group	Applications
Street	High school girl	<p>Helps a blind man across the street.</p> <p>Is courteous to anyone asking questions.</p> <p>Is just as courteous to the poor as to the rich.</p> <p>Answers questions for directions willingly.</p> <p>Gives alms to the poor.</p> <p>Prevents evil, if possible.</p>
Church	Primary boy or girl	<p>Prays for the sick.</p> <p>Prays for parents.</p> <p>Prays for brothers and sisters.</p> <p>Gives money in collection.</p> <p>Is a good altar boy.</p> <p>Prays for the poor.</p>
	Intermediate boy or girl.	<p>Prays for the conversion of sinners.</p> <p>Gives money for the support of the faith.</p> <p>Helps an aged person to the communion rail.</p> <p>Takes someone to church.</p> <p>Prays for the dead, especially for relatives.</p> <p>Does not disturb others by poking them.</p> <p>Gives seat to older person.</p> <p>Lights candles for the living and the dead.</p> <p>Puts money that is found in the poor box.</p> <p>Prays for the dying.</p> <p>Prays for those who have injured him.</p>
	High school girl	<p>Prays for the living and the dead.</p> <p>Prays for the afflicted.</p> <p>Prays for the poor.</p> <p>Prays for sinners.</p> <p>Prays to be merciful.</p>
Homes of others	Primary boy or girl	<p>Visits a playmate who is sick.</p> <p>Takes her fruit.</p> <p>Takes her a story book.</p> <p>Reads stories to her.</p>
	Intermediate boy or girl	<p>Runs errands for a family that is having sickness.</p> <p>Dresses and washes the children whose mother is sick.</p> <p>Takes the wash to the laundry for a family who is having sickness.</p> <p>Visits a soldier who is crippled.</p> <p>Visits the sick.</p> <p>Cleans the room of the sick, if it is necessary.</p> <p>Washes the floor for those who are helpless.</p> <p>Plays with a cripple.</p> <p>Bears a mean word said to him without complaining.</p> <p>Forgives an injury done to him.</p> <p>Speaks kindly to one who is sorrowful.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN THE WORKS OF MERCY

Situation	School Group	Applications
Homes of others	Seventh and eighth grade boy or girl	<p>Tries to explain religion to those who are interested.</p> <p>Does acts of charity for the needy.</p> <p>Takes religious books to friends.</p> <p>Gives religious books as Christmas presents.</p> <p>Is kind to small children who may be annoying.</p> <p>Prevents others from wrong-doing.</p>
	High school girl	<p>Does not permit others to talk unkindly.</p> <p>Is very kind to the sick.</p> <p>Takes spiritual books to her friends.</p> <p>Pardons immediately one who may have offended.</p> <p>Is not afraid to say that the wrong is wrong.</p> <p>Bears an insult patiently.</p> <p>Is sympathetic towards one who is suffering.</p> <p>Takes food and drink to the poor.</p> <p>Attends funerals and wakes.</p>
Street car, bus or train	Primary boy or girl	<p>Helps an old lady to get on.</p> <p>Picks up money for one who has dropped it.</p> <p>Does not push to get off first.</p>
	Intermediate boy or girl	<p>Helps a cripple to get off the car.</p> <p>Helps those who do not know English in asking questions.</p> <p>Leaves Catholic papers or pamphlets in the street cars.</p> <p>Pardons those who bump against him.</p> <p>Does not get angry if knocked or stepped on.</p>
	High school girl	<p>Helps an old person to get on and off the car.</p> <p>Picks up a package for someone who has dropped it.</p> <p>Does not stare at others.</p> <p>Does not push forward rudely.</p> <p>Gives information to the needy.</p>
Stores	Primary boy or girl	<p>Runs and opens the door for one who is carrying bundles.</p> <p>Picks up packages for one who has dropped them.</p>
	Intermediate boy or girl	<p>Buys something for someone who is sick and poor.</p> <p>Shows a companion, if necessary, the evil of stealing.</p> <p>Says nothing, when blamed for what he had not done.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN THE WORKS OF MERCY

Situation	School Group	Applications
Stores	High school girl	Speaks kindly to the clerks. Waits until it is her turn to be waited on. Picks up a package for one who has dropped it. Gives information to one asking it. Bears slights patiently.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN GIVING GOOD EXAMPLE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Goes on an errand as soon as mother asks.  Gets Daddy the paper as soon as he is ready to read at night.  Does not cry at every little thing.  Picks up toys without being told.  Does not cry with the toothache.  Does not complain when he is told to turn off the radio.  Does not cry or get cross when teased.  Gives others a chance in games and with toys.  Never misses kneeling down to say morning and night prayers.  Is the first to help mother with the dishes.  Helps to make things tidy about the house.  Does not interrupt when others are talking.  Does just as his mother and father say.  Always says please and thankyou.  Is kind to animals and birds</p>
	Intermediate boy or girl	<p>Does jobs for mother when she is sick.  Divides sweets with others.  Speaks kind words to others.  Stops when reading to do for little sister and brother what they want done.  Washes dishes for mother.  Helps in keeping the house neat.  Is respectful to parents always.  Does just as parents say immediately.  Never keeps mother waiting after she has once called.  Does not speak unkindly of others.  Carries the ashes out without being asked.  Gives the best to someone else.  Is very kind to brothers and sisters.  Does their chores of brothers and sisters when they are sick or away.</p>
	High school girl	<p>Is respectful to parents in word and deed.  Performs acts of kindness for parents, brothers, and sisters.  Is exact in kneeling down to say morning and night prayers.  Is kind to younger children.  Takes the part of one who might be abused.  Takes the part of the absent one.  Gives others a chance to talk.  Does not repeat unkind remarks.  Tries never to refuse a service.  Does not criticize the manners of her parents.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN GIVING GOOD EXAMPLE

Situation	School Group	Applications
Home	High school girls	<p>Is respectful to one who is aged or disabled and who is living in the home.</p> <p>Shows respect for step-mother or step-father.</p> <p>Is kind to step-brothers and sisters or to adopted children.</p> <p>Carries out the wishes of her mother.</p>
	School Primary boy or girl	<p>Asks to help the teacher.</p> <p>Loans a pencil to one who has not one.</p> <p>Picks up papers.</p> <p>Does what he is told right away.</p> <p>Does not get cross when his arm is bumped while writing.</p> <p>Is always on time.</p> <p>Does just as the teacher says.</p> <p>Does not talk out loud.</p> <p>Waits his turn to go to the library.</p> <p>Pays attention.</p> <p>Gives the best place to a companion.</p> <p>Does not say anything unkind about the teacher.</p>
	Intermediate boy or girl	<p>Uses study time well.</p> <p>Does nothing to keep others from being attentive.</p> <p>Carries out orders of the teacher exactly.</p> <p>Obeys all the rules of the school.</p> <p>Does not copy.</p> <p>Does not allow others to copy from him.</p> <p>Shares delicacies in lunch with others.</p> <p>Assists someone to find that which they have lost.</p> <p>Kneels or stands reverently during school prayers.</p>
	Seventh and eighth grade boy or girl	<p>Speaks kindly of others.</p> <p>Helps his classmates with their school-work.</p>
	High school girl	<p>Is kind to her classmates always.</p> <p>Is happy when her neighbor succeeds in classwork.</p> <p>Helps the less bright pupils in their schoolwork.</p> <p>Refuses to listen to unkind remarks.</p> <p>Is kind to those who are younger.</p> <p>Does not grumble about regulations.</p> <p>Does not notice the faults of others.</p> <p>Is a friend to everyone.</p> <p>Is not ashamed to be with a poorly dressed girl.</p> <p>Sits down at lunch with a lonely girl.</p> <p>Does not repeat unkind remarks.</p> <p>Does not show hard feelings toward anyone.</p> <p>Wears uniform as required.</p>



## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN GIVING GOOD EXAMPLE

Situation	School Group	Applications
School	High school girl	Does not talk about unbecoming matters. Does not dance vulgar steps. Does not read questionable books or give them to others to read.
Playground	Intermediate boy or girl	Does not criticize the director or rules. Stops playing when mother calls. Is a good winner. Does not demand the best or the first place. Plays fair.
	Seventh and eighth grade boy or girl	Does not use bad words. Is kind to smaller children. Helps others to keep rules of the playground. Does not do anything to mar or destroy apparatus.
	High school girl	Is modest in dress. Is modest in speech.
Street	Primary boy or girl	Thanks the policeman for clearing the street. Thanks the policeman for taking her across the street. Helps a blind man across the street. Waits until the machines have passed before crossing. Does not make fun of anyone. Does not call people names. Shares candy with companions. Is careful not to break windows.
	Intermediate boy or girl	Does not damage lawns or public property. Does not hitch on wagons. Does not steal from vegetables or fruit wagons. Speaks pleasantly to everyone he knows.
	Seventh and eighth grade boy or girl	Does not ride bicycles on the sidewalk. Is considerate for the property of others. Does not loaf on corners.
	High school girl	Is not ashamed to walk with a poorly dressed girl. Is not loud. Greets graciously everyone she knows. Does not use cosmetics in a vulgar way. Does not stand on street corners.
Church	Primary boy or girl	Answers the prayers out loud. Does not play with rosary. Does not talk. Does not crowd anyone out of the pew. Watches the priest. Does not push.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN GIVING GOOD EXAMPLE

Situation	School Group	Applications
Church	Primary boy or girl	<p>Waits in turn to go to confession.          Makes the sign of the Cross well.          Takes prayer book and beads to church.          Shows by the way he acts that he is thinking about God.          Genuflects as he has been taught.          Returns from Holy Communion with hands folded and eyes looking down.</p>
	Intermediate boy or girl	<p>Listens to sermons attentively.          Dresses modestly.          Does not read a prayer book during sermon.          Does not look around.          Follows the Mass with prayer book.          Does not rush in or rush out.</p>
	Seventh and eighth grade boy or girl	<p>Avoids disturbing others.          Offers seat to older persons if church is crowded.          Does nothing to damage the decorations of the building.          Uses Missal during Mass.          Stays long enough after receiving Holy Communion to make the right kind of a thanksgiving.</p>
	High school girl	<p>Gives her place to older people if the church is crowded.          Does not push when leaving the church.          Does not leave the church during a service unless it is for a necessary cause.          Does not shove in going to the communion rail.          Waits her turn to go to confession.          Does not show annoyance in sitting next to an uncouth person.          Makes the sign of the Cross well.          Does not rush out of the church as soon as the devotions are over.          Never talks.          Avoids looking around.          Does not talk of what others had on at church.          Listens attentively to the remarks or sermon.</p>
Homes of others	Primary boy or girl	<p>Does not visit without mother's permission.          Cleans soles of shoes before entering house.          Goes home at the time appointed.          Speaks politely to older folks.          Does not get cross when someone else wants the toy he is playing with.          Does not take things from others without their saying he may do so.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN GIVING GOOD EXAMPLE

Situation	School Group	Applications
Homes of others	Intermediate boy or girl	<p>Takes off hat before entering.  Does not use bad words.  Does not teach others tricks that aren't nice.  Does not do anything he would not do if his own mother were watching him.</p>
	High school girl	<p>Is not forward in her manner.  Speaks kindly of everyone.  Does not make remarks to hurt the feelings of others.  Does not speak of unbecoming things.  Gives others a chance to talk.  Changes a conversation which is unbecoming.  Does not speak unkindly of others.  Does not take liquor.</p>
Street car, bus, or train	Primary boy or girl	<p>Gives seat to another generously.  Helps a little playmate up who fell down.</p>
	Intermediate boy or girl	<p>Does not cheat on rides.  Does not push.  Does not stand on step while car is in motion.  Does not ring the bell, unless getting off.  Does not make fun of anyone.  Moves over to make room for others.  Asks pardon if he bumps against another.</p>
Stores	Primary boy or girl	<p>Lets one in a hurry to go ahead of him.  Is not cross because he doesn't get what he wants.  Waits his turn.  Does not take bits of fruits, cakes, etc.  Does not touch things.</p>
	Intermediate boy or girl	<p>Goes to the store promptly when sent.  Takes home the exact change.  Does not push if the store is crowded.</p>
	Seventh and eighth grade boy or girl	<p>Speaks kindly to salespeople.  Speaks quietly.  Leaves an order in a polite manner.  Holds the door for another to pass ahead of him.</p>
Movies	Primary boy or girl	<p>Keeps feet off seats.  Does not push ahead  Does not read out loud.</p>
	Intermediate boy or girl	<p>Does not show younger children how to get in free.</p>
	Seventh and eighth grade boy or girl	<p>Gets up and walks out if the picture shows what he knows is bad.</p>
	High school girl	<p>Is considerate for others.  Removes hat  Is not lous</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT TAKING SCANDAL

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not give his mother a back answer just because his brother does it.</p> <p>Does not stay in bed in the morning because his sister does.</p> <p>Does not refuse to wash the dishes because his sister has refused.</p> <p>Does not say bad words because he heard his father say them.</p> <p>Knows that his mother may be sick when she seems to be very cross.</p> <p>Knows that perhaps his mother and father told his brother to tell him things when he seems to boss.</p> <p>Knows that father may be worried or tired when he will not play in the evening,</p> <p>Does not use bad language because he has heard others use it.</p>
	Intermediate boy or girl	<p>Thinks that his sister may not have intended to be rude to his mother when she answered her back.</p> <p>Does not think that the boy who takes money from his mother's purse is stealing; she may have told him to do it.</p> <p>Thinks that perhaps his brother did not hear when he went out doors after being told to go to the basement.</p> <p>Thinks that his friend may not know better when he goes to bed without saying his prayers.</p> <p>Does not hit back when his brother hits.</p> <p>Goes to church on Sunday even though his father does not go.</p>
	Seventh and eighth grade boy or girl	<p>Does not disobey parents because brothers and sisters do it.</p> <p>Does not read books instead of studying because his father does.</p> <p>Does not omit his morning and night prayers because his father does.</p> <p>Does not lie in bed in the morning because his brother does.</p> <p>Does not complain about food because another has complained.</p> <p>Does not steal money from parents because others have said they do it.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT TAKING SCANDAL

Situation	School Group	Applications
Home	High school girl	Does not follow the example of a brother or sister who disobey.
		Does not copy the member of the family who is cross and unwillingly to do little tasks.
		Does not imitate the member of the family who answers rudely.
		Does not refrain from helping her mother because her older sisters do not help her.
		Does not tell lies because others do it.
		Does not refrain from going on errands for her mother because her older sisters will not do it.
		Does not speak unkindly of her brothers because others do it.
		Does not speak unkindly to the telephone operator even though she may seem curt.
		Does not quarrel with the quarrelsome member of the family.
		Does not think her sister lazy because she will not help with the dishes; she may be very tired.
		Excuses her sister for failing in her home duties.
		Realizes that her father may seem very cross because he is weighed down with business worries.
		Does not think her brother is disobedient when he does not answer his mother, he may not have heard her.
		Does not quarrel because other members of the family quarrel.
		Church
Knows that the boys and girls who laugh and talk in church may not have gone to a Catholic School.		
Intermediate boy or girl	Thinks that the little girl who does not say her prayers out loud with the rest may have a sore throat.	
	Thinks that the boy who broke the church window with a hard snowball may not have meant to do it.	
Seventh and eighth grade boy or girl	Does not laugh and talk in church because other boys do it.	
	Does not miss Mass on Sundays just because his brother misses it.	
		Does not talk and whistle in church just because another does it.

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT TAKING SCANDAL

Situation	School Group	Applications
Church	Seventh and eighth grade boy or girl	<p>Does not distrub others in church just because someone has distrubed him.</p> <p>Goes to the Mass appointed even though others may not do it.</p> <p>Does not stay away from Benediction just because others are going to stay away.</p> <p>Does not refrain from Holy Communion just because others are staying away.</p> <p>Does not refuse to contribute to the collection because others refuse.</p>
	High school girl	<p>Excuses one who does not follow the sermon, she may not have been instructed properly.</p> <p>Does not chew gum in church because others have been seen doing it.</p> <p>Excuses one who falls asleep during the sermon; he may have been up every late.</p> <p>Does not think the person in the next pew rattling her beads is trying to annoy her; the person may not realize what she is doing.</p>
School	Primary boy or girl	<p>Does not copy just because she has seen others do it.</p> <p>Does not think that others steal just because they fail to return the things they borrowed.</p> <p>Knows that his teacher may be sick when she seems very cross.</p> <p>Does not stop paying attention because another is not paying attention.</p> <p>Does not distrub the class because someone else is distrubing it.</p> <p>Obeys his teacher even though others disobey.</p>
	Intermediate boy or girl	<p>Thinks that the girl may be sick when she does not pay attention to the teacher.</p>
	Seventh and eighth grade boy or girl	<p>Does not copy because others do it.</p> <p>Does not stay away from shcool because another does it.</p> <p>Is not disrespectful to the teacher because others are.</p> <p>Does not read story books in class because others have been seen to do it.</p> <p>Does not cheat in tests because others have been seen to do it.</p>

## VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT TAKING SCANDAL

Situation	School Group	Applications
School	High school girl	<p>Does not copy the girl who does not study her lessons.</p> <p>Is not rude to the teacher because others are.</p> <p>Is not rude to companions because others are rude.</p>
Playground	Primary boy or girl	<p>Does not cheat in games because the girl she is with is cheating.</p> <p>Knows that children may be fighting when they do not know how wrong it is.</p> <p>Knows that children may tell lies because they do not know any better.</p>
	High school girl	<p>Is not shocked at the one who cheats; he may not realize what he is doing.</p> <p>Excuses one who is unfair; he may not be feeling well.</p> <p>Does not act rudely just because others act rude.</p> <p>Does not cheat just because others cheat.</p> <p>Is not "clickish" just because other girls are.</p> <p>Does not imitate the one who is unfair in a game.</p> <p>Excuses the one who shows bad sportsmanship, he may not know any better.</p>
Street	Primary boy or girl	<p>Does not call people names because he has heard others do it.</p> <p>Does not play on the crossing just because the boys he is with do it.</p> <p>Will not throw balls near windows when others want him to do it.</p> <p>Does not steal grapes just because others are doing it.</p> <p>Does not fight because he sees others fighting.</p> <p>Does not steal apples just because he sees others doing it.</p>
	Intermediate boy or girl	<p>Thinks that boys may not know better when they play mean tricks on older folks.</p> <p>Does not steal just because he sees others steal.</p>

VIRTUE APPLICATIONS FOR CHARITY MANIFESTED IN NOT TAKING SCANDAL

Situation	School Group	Applications
Street	High school girl	<p>Is not shocked at one who behaves improperly on the street but realizes she may not know better.</p> <p>Realizes that person who is loud and noisy may not be aware of it.</p> <p>Does not think that those who do not stop for signal lights do it intentionally.</p> <p>Excuses the girl who acts boisterously; she may not be aware of it.</p> <p>Excuses the one who acts improperly on the street because she may not mean to be so.</p> <p>Is not shocked at the unbecoming language of one on the street; he may not know any other language.</p> <p>Is not rude because another is rude.</p>
Homes of others	Primary boy or girl	<p>Knows that the boy may be talking rudely to his mother because he does not know any better.</p>
	Seventh and eight grade boy or girl	<p>Does not steal from his mother because another does it.</p> <p>Does not imitate the girl who talks back to her mother.</p> <p>Does not imitate the girl who uses bad language.</p> <p>Does not show disrespect for her parents just because another girl she knows does it.</p>
	High school girl	<p>Is not unkind in conversation because others are.</p> <p>Is not shocked at the conversation of others but thinks that they may not know better.</p>
Street car, bus or train	Primary boy or girl	<p>Knows that the person who is rude may not know better.</p>
	High school girl	<p>Is not shocked because a younger person does not give his seat to an older person, but realizes that he may be very tired.</p> <p>Excuses the one who does not give up his seat to older person; he may not see them standing.</p>
Stores	Primary boy or girl	<p>Thinks that the girl may have made a mistake in giving wrong change.</p>



## VIRTUE APPLICATIONS FOR CHATIRY MANIFESTED IN NOT TAKING SCANDAL

Situation	School Group	Applications
Stores	Seventh and eighth grade boy or girl	Does not annoy shop-keepers because others do it.
	High school girl	Does not think unkindly of one who cheats; she may not know better. Does not shop-lift because she sees others shop-lift. Is not rude to the sales-person because the sales-person is rude to her. Excuses the girl who makes a mistake in change; she may not have intended doing it. Does not rush ahead of others because others rush ahead of her.
Movies	Primary boy or girl	Does not take something that does not belong to him just because others do it.
	High school girl	Does not speak unkindly to the persons in front of her because they speak unkindly to her. Realizes that the one who took her seat may not have known it was her seat. Realizes that two women who are speaking unnecessarily loud may be deaf. Does not do damage to the property of the theatre because others do so.

## VIRTUE APPLICATIONS FOR PRUDENCE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Helps Mother when she is very tired.          Makes her bed Before being told to do so.          Is very careful about playing games in the house that windows or pottery may not be broken.          Does not say unkind things about other children.          Does not say unkind things about the teacher.</p>
	Intermediate boy or girl	<p>Saves something everyweek from spending money.          Gets everything ready the night before to go to school the next morning.          Does not play with matches.          Locks all windows and doors before leaving the house.          Does not allow strangers in while mother is not at home.          Does not allow money or valuables to be where they will be stolen.          Asks Mother what to do in case of a fire.          Does not eat candy before meals.</p>
	Seventh and eighth grade boy or girl	<p>Asks mother about books to be read.          Takes Mother's advice about the boys and girls he plays with.          Assists Mother when she has heavy things to carry.          Takes off cap before entering.          Goes to bed when very tired.</p>
	High school girl.	<p>Gets up at the hour she is supposed to arise.          Does the tasks that are supposed to be done as soon as possible.          Is respectful and obedient to her parents.          Does not correct others for their little faults.          Remembers to put the dinner on if Mother is away.          Does not argue.          Tries to make the home as cheerful as possible.          Does not repeat the remarks that have been told to her in secret.          Tries to learn and perform the duties of the home in such a way to be of help to Mother.</p>

## VIRTUE APPLICATIONS FOR PRUDENCE

Situation	School Group	Applications
Home	High school girl	<p>Does not mention family troubles to outsiders.</p> <p>Does not correct that member of the family who is angry but waits until he is feeling better.</p> <p>Changes the conversation if she thinks she is annoying one with it.</p> <p>Does not believe tattlers who call at the home.</p> <p>Does her home chores early.</p> <p>Does not attend too many social functions.</p> <p>Makes few resolutions but keeps those she makes.</p>
		<p>Pays attention carefully that he know his lesson.</p> <p>Does not waste paper.</p> <p>Does not play with children that are rough or bad.</p> <p>Is not a tattle tale.</p>
School	Primary boy or girl	<p>Does not push in ranks.</p> <p>Tries not to make mistakes in assignments.</p> <p>Uses ink with care.</p>
		<p>Goes to school when sent.</p> <p>Listens to instructions given.</p> <p>Picks up book that has fallen to floor.</p> <p>Walks gently in order not to disturb others.</p> <p>Follows rules of school.</p>
	Intermediate boy or girl	<p>Does not disturb others while the teacher is talking.</p> <p>Does not write when the teacher is speaking.</p> <p>Does not write notes behind the teacher's back.</p>
		<p>Does not talk about the teacher or against others.</p> <p>Does not laugh at one who is having difficulty with her school work.</p> <p>Is kind to everyone.</p> <p>Does not get angry when she is blamed unjustly.</p> <p>Does not talk about anyone behind her back.</p> <p>Does not disturb others during school time.</p> <p>Is not critical of the dress of another.</p> <p>Does not repeat unfavorable reports of others.</p> <p>Obeys the rules of the school.</p> <p>Tells only the one who should know if a companion should do something seriously wrong.</p> <p>Expresses her opinion in a mild manner.</p> <p>Changes the topic of conversation if it is uncharitable.</p> <p>Does not rely on others.</p>

## VIRTUE APPLICATIONS FOR PRUDENCE

Situation	School Group	Applications
Playground	Primary boy or girl	Does not tell one what another said about her. Does not go in swimming when his mother told him not to. Does not run too fast for too long a time.
	Intermediate boy or girl	Does not play rough games. Gets help for one who has been hurt. Does not play too near a river or lake.
	Seventh and eighth grade boy or girl	Does not start fights. Selects good companions.
	High school girl	Waits her turn in a game. Does not choose the games that are rough. Agrees with the umpire. Protects younger children from harm. Selects games in which everyone can take part. Does not give bad example to younger children. Plays fair. Does not talk about the poor sportsmanship of another. Does not complain about the games she does not like. Does not take risks in jumping. Promises to pay the expenses of one who is hurt through her fault. Calls the attention to the one in charge if the ropes of a swing are unsafe.
Church	Primary boy or girl	Pays careful attention to instructions. Does not light vigil lights during services such as Mass and Benediction.
	Seventh and eighth grade boy or girl	Takes a prayer book to avoid distractions. Enters quietly so as not to disturb others.
	High school girl	Tells the altar boy if she sees danger of fire at the altar. Does not speak while leaving the church but waits until she is outside. Finds another pew if she finds she is in someone's private pew and they seem put out about it. Does not make fun of her neighbor's devotions. Does not push while leaving the church.
Street	Primary boy or girl	Obeys the policeboys. Does not roller skate on street instead of sidewalk.

## VIRTUE APPLICATIONS FOR PRUDENCE

Situation	School Group	Applications
Street	Intermediate boy or girl	<p>Obeys the stop and go signs.</p> <p>Does not play in the middle of the street.</p>
	Seventh and eighth grade boy or girl	<p>Does not go with someone she does not know.</p> <p>Does not follow bad example.</p> <p>Picks up a rock or stone from the middle of the sidewalk.</p>
	High school girl	<p>Changes the topic of conversation, if uncharitable.</p> <p>Leaves the group where profane language is being used.</p> <p>Takes younger children away if present where profane language is used.</p> <p>Obeys the light signals.</p> <p>Does not pass through crowded traffic.</p> <p>Warns a child that is in danger.</p> <p>Warns another of a coming car.</p> <p>Is very careful to whom she speaks.</p> <p>Does not permit herself to go anywhere with one she does not know.</p> <p>Is careful of those she asks to give her directions.</p> <p>Does not step off a moving car.</p> <p>Never enters the machine of one she does not know.</p> <p>Walks on the sidewalk and not in the street.</p> <p>Does not turn around and stare at anyone.</p> <p>Does not do anything to attract the attention of strangers.</p> <p>Is courteous to those who ask for her assistance.</p> <p>Does not scold her younger brothers and sisters on the street but waits until she is home to tell them about it.</p>
Homes of others	Primary boy or girl	<p>Does not walk on her neighbor's lawn.</p> <p>Does not dirty the house and cause extra trouble for Mother or maid.</p> <p>Does not play around new buildings.</p> <p>Keeps younger children away from buildings that are being built.</p> <p>Is very careful when playing with other children's toys so as not to break them.</p>
	Intermediate boy or girl	<p>Does not stay too long.</p> <p>Goes home at the hour Mother says to go home.</p>

## VIRTUE APPLICATIONS FOR PRUDENCE

Situation	School Group	Applications
Homes of others	High school girl	<p>Does not criticize a party that she has attended.</p> <p>Does not join in unkind conversation.</p> <p>Does not carry stories from one person to another.</p> <p>Does not criticize the food that she has had at the home of another.</p> <p>Does not make unnecessary requests.</p> <p>Does not make her visit too long.</p> <p>Does not pry into the affairs of another.</p> <p>Does not mention home affairs her mother would not want her to speak of.</p> <p>Tries to change the conversation if it is uncharitable.</p> <p>Does not make a remark that she knows will hurt the feelings of another.</p> <p>Plays a game she does not like without letting others know that she is bored.</p>
		<p>Has ticket or carefare ready.</p> <p>Waits until the car stops before getting on or off.</p> <p>Does not take candy or anything else from strangers.</p>
	Primary boy or girl	<p>Does not talk to the motorman.</p> <p>Does not stand on platform.</p> <p>Does not talk to strangers.</p>
	Intermediate boy or girl	<p>Asks the conductor to call her street if she is not sure of it.</p> <p>Faces the direction of motion when alighting.</p> <p>Does not step on or off while the car is moving.</p> <p>Looks carefully before crossing the street after leaving the car.</p> <p>Notifies the conductor if she receives a shock or bruise as the result of an accident.</p> <p>Does not talk to strangers.</p> <p>Does not go with strangers.</p>
	High school girl	<p>Purchases only what Mother said to buy.</p> <p>Does not spend all of her money on candy and sweets.</p>
	Seventh and eighth grade boy or girl	<p>Does not go to the store with companions who steal.</p> <p>Examines change upon receiving it and before leaving the store.</p>
	Intermediate boy or girl	
	Seventh and eighth grade boy or girl	
Stores	Intermediate boy or girl	<p>Purchases only what Mother said to buy.</p> <p>Does not spend all of her money on candy and sweets.</p>
	Seventh and eighth grade boy or girl	<p>Does not go to the store with companions who steal.</p> <p>Examines change upon receiving it and before leaving the store.</p>

Situation	School Group	Applications
Stores	High school girl	<p>Does not report the impoliteness of a clerk to the manager.</p> <p>Gives her address distinctly.</p> <p>Is absolutely sure before she reports a clerk for being dishonest.</p> <p>Is certain she is right before reporting incorrect scales.</p> <p>Encourages her friend to buy the modest gown.</p> <p>Shops early and remains calm if excited.</p> <p>Does not select articles that are beyond her means.</p>
Movies	Intermediate boy or girl	<p>Does not go to the show when it is known that the picture is a bad one.</p>
	Seventh and eighth grade boy or girl	<p>Keeps others away from bad shows.</p>
	High school girl	<p>Does not talk or read aloud.</p> <p>Waits in line patiently.</p> <p>Changes the conversation if the subject is improper.</p> <p>Does not look at pictures that are improper.</p> <p>Does not go to see pictures that she knows are bad.</p> <p>Does not go to show that have been forbidden.</p>

## VIRTUE APPLICATIONS FOR JUSTICE.

Situation	School Group	Application
Home	Primary boy or girl	<p>Does not take money without permission.  Does not take cake without asking.  Divides money equally with brothers and sisters that his father gives him to divide.  Buys at the store just what Mother said to buy.  Takes home the exact change from the store.  Does not ask others to do his share of the work.  Does not blame another for something he has done.  Does not take more than his share of desert.  Does not try to get out of doing a duty he is supposed to do.  Does not destroy furniture by marking on it.</p>
	Intermediate boy or girl	<p>Helps mother with the dishes because it is not fair for her to have to do them all.  Gives her doll to her sister because she broke hers.  Shares the money father gave him for cleaning the yard with his brother who raked the leaves.  Gives Dad part of his spending money because he broke a basement window.  Gives his brother a chance to read a book; does not keep it all evening.  Treats brothers and sisters alike.  Does not cheat his mother out of change.  Does not steal from the pantry that which mother does not want him to have.  Divides candy equally with brothers and sisters.  Does not take toys or candy that does not belong to him.  Does not take his brother's cap.  Does not get older members of the family to write his compositions and to work his problems.</p>
	Seventh and eighth grade boy or girl	<p>Does not take things he has been forbidden to take.  Does not keep his mother waiting for him.  Does not damage his clothing.  Does not ask for spending money that his parents can't afford to give him.</p>
	High school girl	<p>Does not shirk duties when she is not being watched.</p>



## VIRTUE APPLICATIONS FOR JUSTICE

Situation	School Group	Applications
Home	High school girl	<p>Returns the dime she borrowed when she would like to return only a nickel.</p> <p>Contributes to the support of her home if her parents are feeble or in need.</p> <p>Practices music lessons faithfully.</p> <p>Does not waste food.</p> <p>Does her share of the housework.</p> <p>Does not take money that does not belong to her.</p> <p>Does not ask for what her parents cannot afford to give her.</p> <p>Does not tell untruths about others.</p> <p>Remembers charity begins at home.</p> <p>Is not out enjoying herself while her mother is engaged in laborious work at home.</p> <p>Does not have others do her assignments for her.</p>
School	Primary boy or girl	<p>Tells on self and does not blame another.</p> <p>Does everybit of homework himself.</p> <p>Gives partner enough room on the seat.</p> <p>Does not try to get out of reciting.</p> <p>Does not copy.</p> <p>Does not take pencils or paper belonging to another.</p> <p>Puts up a coat he knocked down on the floor.</p> <p>Picks up papers near his desk.</p>
	Intermediate boy or girl	<p>Obeys the teacher.</p> <p>Does not tell lies on classmates.</p> <p>Does his own assignments.</p> <p>Does not copy his neighbor's lessons.</p> <p>Pays class dues at the time he is supposed to do so.</p> <p>Does not push ahead of others in waiting for a drink.</p> <p>Does not scratch the desks.</p> <p>Does not annoy others.</p> <p>Does not push pencil shavings from his desk under that of another.</p> <p>Does not blame someone for breaking regulations when he is to blame himself.</p>
	Seventh and eighth grade boy or girl	<p>Pays for everything he gets.</p> <p>Does not copy.</p> <p>Pays his tutition on time.</p> <p>Does not take what does not belong to him.</p> <p>Returns what he has borrowed.</p>

## VIRTUE APPLICATIONS FOR JUSTICE

Situation	School Group	Applications
School	High school girl	Does not show favoritism if she is a class officer. Gives back what she has borrowed. Hands in assignments on day appointed. Does her own work and does it just the way demanded. Reports to the principal of the school for being late if this is to be done. Respects the rights of others. Does not copy. Does not disturb those who are busy. Does not impose on the generosity of others for help, etc.
	Primary boy or girl	Waits for turn in playing a game. Returns the ball if he finds it. Plays fair in a ball game. Does not destroy the toys of other children. Does not use the swing very long.
	Intermediate boy or girl	Observes rules of the playground. Does not take two turns on swing when others are waiting to use it. Pays for bush or tree that he destroyed. Does not give the swing to his friend when someone else is waiting for it. Does not disturb a game by running through it.
Playground	High school girl	Does not monopolize a particular type or apparatus. Plays fair. Respects rights of others.
	Primary boy or girl	Does not keep a purse found but tries to locate the owner. Does not take a slide or bicycle left outside a store. Does not cheat in playing games. Does not play in the street. Steps aside for others. Does not play out of turn.
	Intermediate boy or girl	Obeys the traffic laws. Observes the laws for those walking. Does not get in the way of others. Does not make noise outside the home of a sick person. Does not block the sidewalk with games. Goes and tells an owner if he breaks his window. Does not annoy peddlers. Does not steal from peddlers.
Street		

## VIRTUE APPLICATIONS FOR JUSTICE

Situation	School Group	Applications
Street	Intermediate boy or girl	Does not break electric light lamps. Does not mark the property of others.
	High school girl	Obeys all traffic laws. Respects the rights of others. Does not poke others with umbrella on a rainy day. Keeps to the right of the sidewalk.
Church	Primary boy or girl	Keeps feet still so that others can pray. Prays for others, not only for himself. Does not occupy too much space in the pew. Does not make noise with rosary beads.
	Intermediate boy or girl	Sits where he has been told to sit. Supports the church by bringing his envelope each Sunday. Waits his turn to go to confession. Does not destroy church property. Allows others to pray and does not disturb them. Avoids marking the pew. Does not light candles without paying for them. Is very quiet at the time of services. Gives the offering which he has been asked to give. Remembers his obligations to God while in church.
	Seventh and eighth grade boy or girl	Does not take pamphlets from the rack without paying for them. Does not take out of the church what does not belong to him.
	High school girl	Contributes cheerfully to the support of the church. Respects the rights of others in church. Upholds the policy of her church. Gives God His due in regard to attention.
	Primary boy or girl	Does not try to get ahead of his turn in a game at a party. Plays fair in every game. Is nice in the same way to everyone at the party. Does not take what does not belong to him.
Homes of others	Intermediate boy or girl	Does not speak unkindly of others. Returns that which has been borrowed. Pays for what he has injured or destroyed.

## VIRTUE APPLICATIONS FOR JUSTICE

Situation	School Group	Applications
Homes of others	Intermediate boy or girl	Does not take anything without permission. Tries not to injure in any way the property of others.
	High school girl	Corrects the wrong impression of another that she may have made. Listens to both sides of an argument before forming an opinion. Does not destroy what does not belong to her. Holds sacred the reputations of others.
	Primary boy or girl	Does not occupy too much space and cheat the person next to him out of his share of seat. Does not try to get in without paying fare.
	Intermediate boy or girl	Does not pick pockets. Does not use a transfer that does not belong to him. Does not take what does not belong to him. Gives to the conductor an article found.
Street car, bus or train	High school girl	Does not try to sneak rides. Pays full fare if of age. Does not take what does not belong to her. Respects the rights of others.
Stores	Primary boy or girl	Waits turn to be waited upon. Keeps hands off things on counter. Tells storekeeper when he gets too much change.
	Intermediate boy or girl	Returns extra change. Does not steal anything. Pays what he owes. Does not say that an article has cost more than it did when returning it.
	High school girl	Sees that the amount is returned if she has overcharged and is a clerk. Does not expect credit for something she does not deserve. Waits her turn and does not push ahead. Returns surplus change received. Does not keep overtime an article that is to be returned.

## VIRTUE APPLICATIONS FOR JUSTICE

Situation	School Group	Applications
Movies	Primary boy or girl	Waits turn to get ticket. Does not stay for a second show after paying for only one. Obeys the rules of the theatre. Does not occupy a second seat with wraps.
	Seventh and eighth grade boy or girl	Does not stand so that another cannot see. Does not annoy others with noise, etc.
	High school girl	Does not disturb others.

## VIRTUE APPLICATIONS FOR FORTITUDE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not hit back.  Does something to help mother when he would rather do something else.  Does not take candy when on way to Holy Communion.  Waits until others are through speaking before he talks.  Does not talk back.  Says "Excuse me" when he has been mean to his sister.</p>
	Intermediate boy or girl	<p>Does not get angry at younger brothers and sisters.  Does not disobey parents by smoking.  Gets up as soon as his mother calls in the morning.  Does not cry when hurt.  Goes to the store immediately when mother asks.  Stays home and helps mother when friends call to go and play.  Goes willingly on all errands.  Does not cry with a toothache.  Does not grumble when something he does not like is served at the table.  Does not cry when teased.  Eats food he does not like.</p>
	Seventh and eighth grade boy or girl	<p>Does not cry when sick.  Is very kind in helping when a member of the family is ill.  Stays in from play when all ready to go out and an older sister comes in and asks him to take care of her baby.  Does not grumble when refused permission to go a football game.  Goes to the store without being told.  Does not complain about food he does not like.</p>
	High school girl	<p>Does tasks for others even though they are angry with her.  Stays home when she would like to go out and mother would like to go out too.  Refrains from reading an interesting book when mother calls her.  Goes to Mass when someone would persuade you to stay home.  Refuses to tell a lie about homework in order to go to a movie.  Performs cheerful all duties asked of her.  Sacrifices the use of personal things such as gloves, hats, etc.,  Gives up magazine or book when someone else wishes it.  Gets up promptly when called in the morning.</p>
School	Primary boy or girl	<p>Tries very hard with lessons he does not like.  Does not talk to the boy who talked to him.  Listens to everything the teacher says.  Does not look out of the window during prayers.</p>

## VIRTUE APPLICATIONS FOR FORTITUDE

Situation	School Group	Applications
School	Intermediate boy or girl	<p>Stands, sits and kneels correctly.  Does not talk unnecessarily.  Sits erect when he would rather lounge.  Does not take money that is lying on the top of someone else's desk.  Asks the teacher what he wants to know.  Gives to another, the book he would like to use.  Speaks in a friendly way to one who has been mean to him.  Does not eat in the classroom.</p>
	High school girl	<p>Does not eat candy.  Does not copy another girl's paper when she knows that by doing it she could be at the head of her class.  Refrains from reading fiction books at the wrong time.  Does not waste study time.  Uses practice hour well.  Speaks kindly to one who has not been kind to her.  Does not answer back when corrected.  Refrains from making a cutting remark.  Wears the uniform as ordered when others are not doing it.  Walks away from a group where dirty stories are being told.  Will not listen to another's reputation being hurt.  Upholds school regulations.</p>
Playground	Primary boy or girl	<p>Does not get angry because he has been hurt.  Does not throw another boy down because he threw him down.  Does not steal candy from one who is selling it.  Lets another go ahead of him.  Stops playing as soon as the bell rings.</p>
	Intermediate boy or girl	<p>Leaves the game he is playing when mother calls.  Is brave enough to say that he has done wrong and does not cry when punished.  Does not lie about a thing to clear himself.  Does not follow friends that do wrong.  Does not say bad things no matter how hard it is not to say them.</p>
	Seventh and eighth grade boy or girl	<p>Would rather be called "yellow" than steal a ball.  Does not cheat in games.</p>
	High school girl	<p>Does not cheat so as to win.  Gives every one else a chance in a game.  Wears gym clothes as ordered.  Leaves the gymnasium promptly so as to arrive on time at the next class.  Does as the instructor says.</p>
Street	Primary boy or girl	<p>Does not cross in the middle of the block although in a hurry.  Does not fight with boys even though they try to fight with him.</p>

## VIRTUE APPLICATIONS FOR FORTITUDE

Situation	School Group	Applications
Street	Intermediate boy or girl	<p>Returns what he has found to the owner.  Never denies faith.  Leaves friends to help an old lady across the street.  Refuses to take candy when on way to Holy Communion.  Passes up candy on way to school in order to give spending money to the Propagation of the Faith.  Takes off cap when passing church even though a crowd of boys laugh at him.</p>
	High school girl	<p>Does not cheat when losing in a game.  Greets a priest or nun when with non-Catholic friends.  Is not ashamed to be with someone who is not dressed well.  Greets cheerfully one who is poorly dressed.  Takes home a poor child who is hungry for something to eat and drink.  Bows head when passing a Catholic church.</p>
Church	Primary boy or girl	<p>Does not talk when another talks to him.  Tries to pray very hard.</p>
	Intermediate boy or girl	<p>Kneels erect instead of sitting down.  Isn't afraid to be considered pious.  Does not look around.</p>
	Seventh and eighth grade boy or girl	<p>Goes to Mass every morning.  Makes a visit when others may ridicule.  Isn't ashamed to make visits to our Lady's altar.</p>
	High school girl	<p>Stops talking on entering the church.  Waits quietly for a second Mass when late for the first.  Tells all of her sins in confession.  Remains on knees while the priest distributes Holy Communion, even though it may seem to take a long time.  Tries very hard to keep mind on the services.  Remains in church until all the Mass has been heard.  Does not look around.  Does not talk to one who talks to her.  Isn't afraid to show others she won't talk or giggle.  Uses missal during Mass.</p>
Homes of others	Primary boy or girl	<p>Does not cry when he happens to fall.  Gives something he is playing with to someone who wants it.</p>
	Intermediate boy or girl	<p>Gives up going to a movie on Saturday afternoon in order to go to confession.  Does not whistle even though others do it.</p>
	High school girl	<p>Refuses meat when dining with non-Catholics on Friday.  Does not read letters that she sees lying around.  Helps others with their chores.  Does not brag or talk about the new things she has.  Listens rather than monopolizes the conversation.</p>



## VIRTUE APPLICATIONS FOR FORTITUDE

Situation	School Group	Applications
Street car, bus, or train	Intermediate boy or girl	Raises hat when passing church on crowded street car.
	High school girl	Does not yield to the temptation to give the conductor a transfer that is not good. Shows preference for the poor in giving her seat to, older persons. In quiet in manner when companions are loud.
Stores	Primary boy or girl	Does not take the tiniest thing although he would like very much to have it.
	Intermediate boy or girl	Gives back surplus change that may be given to him.
	Seventh and eighth grade boy or girl	Refuses to take something from one who has stolen it. Has the courage to keep younger persons from stealing.
	High school girl	Returns too much change when it is received. Has courage not to take something lying on the counter even though she would like very much to have it. Asks for change when it is not given. Does not buy more than she can pay for. Does not demand something when her mother would rather not buy it.
Movies	Primary boy or girl	Does not yell or stamp feet when others are doing it. Does not beg to go when Mother has said "No."
	High school girl	Does not sneak in without paying. Goes out when the picture is not the right kind. Keeps resolution not to go to the show during Lent. Leaves the better seat for her friend.

## VIRTUE APPLICATIONS FOR MODERATION IN USE OF FOOD.

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not eat too much of any one thing.  Eats everything that mother puts on his plate.  Does not eat just before dinner or lunch.  Does not eat too much of the food he likes.  Does not beg for a second helping of food that his mother says is not good for him.  Does not eat candy before dinner hour.  Does not take the biggest piece of candy in box or on plate.  Does not ask for the biggest piece of cake or pie.  Does not take candy when mother says, "no more."  Eats when he does not feel like it, if he is not sick.  Does not eat before taking a drink, after receiving Holy Communion.  Does not stay away from Holy Communion because he does not like to fast.  Is not the type of boy or girl who eats one day and not the next.  Leaves the table feeling he could eat just a little more.  Is very much ashamed if he gets sick because he ate too much.  Does not make a meal on sweets.</p>
	Intermediate boy or girl	<p>Does not eat candy before breakfast.  Does not eat too much after school.  Eats something of everything that is served.  Is not the first to be finished.  Leaves the choicest piece for someone else.  Does not rush to the table.</p>
	Seventh and eighth grade boy or girl	<p>Does not drink ice-cold liquids when overheated.  Does not take more on his plate than he can eat.  Does not eat as if he never saw food before.</p>
	High school girl	<p>Does not eat before meals.  Does not eat small bites from the pantry while preparing a meal.  Does not eat heavily before retiring.  Leaves the table when she could eat a little more.  Is not the type of person who dislikes many kinds of food.  Is not the type of person who eats one day and not the next.  Does not diet without the advice of mother or doctor.  Does not make a meal on sweets.</p>
School	Primary boy or girl	<p>Does not eat candy during school hours.  Does not eat candy when he hasn't enough to share with others.</p>
	Seventh and eighth grade boy or girl	<p>Does not eat or drink hurriedly at recess time.</p>

The virtue-applications for moderation in the use of liquor have not been included in this book because of the nation-wide movement to have Catholic boys and girls take the abstinence pledge until their twenty-first year.

## VIRTUE APPLICATIONS FOR MODERATION IN USE OF FOOD

Situation	School Group	Applications
School	High school girl	Does not sneak gum and candy to others. Does not chew gum. Does not eat too heavily at the noon hour. Does not make her lunch of sweets; Eats instead a well proportioned lunch of suitable things.
Street	Intermediate boy or girl	Does not eat anything offered by strangers. Shares what he has with friends.
	High school girl	Does not eat in public places. Does not chew gum.
Church	Intermediate boy or girl	Does not eat candy or chew gum.
Homes of others	Intermediate boy or girl	Does not ask for a second helping at a party. Does not go to a neighbor's pantry. Does not ask to be served before others. Does not take the biggest piece of cake.
	Seventh and eighth grade boy or girl	Eats whatever is served.
	High school girl	Does not over eat. Is not fastidious about the kind of food she eats. Does not talk about foods.
Street car, bus, or train	Primary boy or girl	Does not eat or chew gum.
Stores	Intermediate boy or girl	Does not sample the goods before buying. Does not stand around eating.
	Seventh and eighth grade boy or girl	Waits until returning home to eat candy or cakes purchased.
	High school girl.	Avoids the habit of sampling.

## VIRTUE APPLICATIONS FOR CHASTITY AND MODESTY

Situation	School Group	Applications
Home	Primary boy or girl	<p>Dresses as soon as he gets up in the morning.  Goes one at a time to the bathroom.  Does not leave room before fully dressed.  Does not go around the house without clothes on.</p>
	Intermediate boy or girl	<p>Does not dress and undress before others.  Is modest in dressing even when by self.  Does not read books that mother has said not to read.  Does not go into his sister's room when she is dressing.  Does not go into her brother's room when he is dressing.</p>
	Seventh and eighth grade boy or girl	<p>Does not bring home magazine that he does not show his mother.  Does not read books that he is ashamed to tell his mother about.  Does not read books anywhere else that he would not want mother to know of.  Prayes daily to the Blessed Virgin to keep him pure in mind and body.  Refuses to play games that are not nice.  Does not show pictures in magazines that are not nice.  Says three Hail Marys every day.  Remembers God sees when dressing and undressing.  Remembers God sees when he is in bed.  Covers up baby brother when brothers and sisters laugh at him.  Thinks immediately of something else when he has had an impure thought.  Says a very short pray and does something else quickly when tempted.  Does not stay in the bath tub a long time.  Does not read bad stories.  Does not use impure language.  Does not sing songs that are not nice.  Draws shades when dressing and undressing.  Wears proper clothing when going to bed at night.  Always has a covering on when asleep at night.  Does not play in the dark.  Does not sit and talk in the dark with others.  Does not pass through the bed rooms of others when they are dressing.</p>

## VIRTUE APPLICATIONS FOR CHASTITY AND MODESTY

Situation	School Group	Applications
Home	High school girl	<p>Does not leave her bedroom without being properly dressed.</p> <p>Does not ask questions of others that she knows her mother should answer for her.</p> <p>Does not read books, etc., that she would not show her mother.</p> <p>Prays daily to the Blessed Virgin to keep her pure in mind and body.</p> <p>Does not tell jokes that are unbecoming.</p>
	Intermediate boy or girl	<p>Does not write anything that is considered bad.</p>
	Seventh and eighth grade boy or girl	<p>Does not draw pictures that are not nice.</p> <p>Tears up pictures that are not nice.</p> <p>Does not look at the girls whose dresses are too short.</p> <p>Keeps hands out of pockets.</p> <p>Does not show a bad picture to anyone.</p> <p>Does not look at improper pictures.</p> <p>Goes with boys and girls who are good.</p> <p>Listens only to talk that is good.</p> <p>Conducts self properly in the toilet rooms.</p> <p>Does not talk about things he would not want his mother to hear him speaking about.</p> <p>Tears up bad notes that may be passed around.</p> <p>Does not tell stories that he would not tell if his mother were present.</p>
School	High school girl	<p>Does not use cosmetics to excess.</p> <p>Does not lounge or cross legs in an unbecoming manner.</p> <p>Does not speak of things she would not want her mother to hear.</p> <p>Does not listen to improper jokes.</p> <p>Does not tell unbecoming stories.</p>
	Primary boy or girl	<p>Walks in a lady-like manner.</p>
	Intermediate boy or girl	<p>Does not pull at her stockings.</p> <p>Does not call after boys on the street.</p> <p>Does not stand on street corners.</p> <p>Changes the conversation if the rowd talks about things he would not want his mother to hear.</p>
Street	Primary boy or girl	
	Intermediate boy or girl	

## VIRTUE APPLICATIONS FOR CHASTITY AND MODESTY

Situation	School Group	Applications
Street	Seventh and eighth grade boy or girl	<p>Does not draw bad pictures on the sidewalks.</p> <p>Does not write words that are not nice on walls, houses, etc.</p> <p>Does not call after girls on the street.</p> <p>Does not ask for automobile rides.</p> <p>Does not go off with persons she does not know.</p> <p>Does not listen to anyone who talks improperly.</p> <p>Does not look at anyone who is dressed improperly.</p> <p>Does not read bad writing on walls, fences, etc.</p> <p>Does not write bad things on walls, fences, etc.</p>
	High school girl	<p>Does not dress vulgarly.</p> <p>Walks in a ladylike manner.</p> <p>Does not use cosmetics in a vulgar way.</p> <p>Does not go places with boys that her mother does not know about.</p> <p>Does not permit boys to hug and kiss her.</p> <p>Does not take drives into the country unchaperoned.</p> <p>Does not allow boys to stop cars in dark or unfrequented places and permit petting, etc.</p> <p>Does not go for rides with strangers.</p> <p>Does not pick up acquaintances with strange boys and men.</p>
Playground	Primary boy or girl	<p>Does not stand on the swing unless she has on a bloomer outfit.</p> <p>Does not play with persons who are not nice.</p> <p>Keeps dresses down when on swings.</p>
	Intermediate boy or girl	<p>Does not listen to dirty jokes.</p> <p>Makes a boy quit bad language.</p> <p>Does not play with those who do and say bad things.</p> <p>Keeps dress down when on the slide.</p>
	Seventh and eighth grade boy or girl	<p>Does not draw pictures that are not nice on the sand.</p> <p>Does not join in bad games.</p> <p>Does not play in alleys.</p> <p>Tries to stop younger children who are playing games that are not nice.</p> <p>Wears a bathing suit in swimming.</p> <p>Wears a modest bathing suit.</p>
Amusements	High school girl	<p>Does not go out between dances and permit boys to pet, neck, etc.</p> <p>Does not go for lonely rides after parties, etc.</p>

## VIRTUE APPLICATIONS FOR CHASTITY AND MODESTY

Situation	School Group	Applications
Homes of others	Intermediate boy or girl	<p>Does not look at pictures that are not nice.</p> <p>Does not talk about things that he knows are not nice to talk about.</p> <p>Does not listen to immodest jokes and stories.</p> <p>Does not play kissing games.</p> <p>Remembers God sees and hears everything.</p> <p>Does not look at magazines that are improper.</p> <p>Does not borrow magazines that his mother would not approve of.</p> <p>Does not tell others of books that he knows are bad.</p>
	High school girl	<p>Changes the conversation if the subject is unbecoming.</p> <p>Does not tell improper stories.</p> <p>Does not discuss books and plays that are questionable.</p> <p>Does not play games that involve kissing, hugging, and pawing.</p> <p>Does not neck or pet.</p>
Street car, bus, or train	Intermediate boy or girl	<p>Is very careful of her position when sitting on the side seats.</p>
	High school girl	<p>Sits properly.</p> <p>Does not flirt with conductors, motormen, or others.</p>
Movies	Intermediate boy or girl	<p>Closes eyes during that part of the picture that is improper.</p> <p>Does not enter the theatre when he finds out that the picture to be shown is not just right.</p>
	Seventh and eighth grade boy or girl	<p>Does not applaud actors who do improper things.</p>
	High school girl	<p>Does not permit a boy to sit with his arms about her.</p> <p>Does not sit holding hands with the boy companion.</p> <p>Does not attend shows that she knows are not proper.</p> <p>Does not look at improper pictures.</p>

Situation	School Group	Applications
Home	Primary boy or girl	<p>Means it when she says, excuse me or, please pardon me.          Performs the duties she told her mother she would do.          Says "yes" if she was the one who took the cookies.          Tells the truth to mother and father.          Does not say he can play a certain game when he knows he can't.          Tells the truth to brothers and sisters.          Tells mother as soon as a dish has been broken.          Tells her mother truthfully where he went after school.          Tells the whole truth when answering a question.</p>
	Intermediate boy or girl	<p>Does not say that he has no home assignment when he has one.          Gives to mother all the money that is left from the store.          Does not push the clock on when practicing.          Does not take anything without permission.          Does not say he is studying when he is really reading a story book.          Does not go to the movies when sent for a music lesson.          Tells the truth even though he will be punished.          Does not say a school book costs more than it really costs.</p>
	Seventh and eighth grade boy or girl	<p>Does not cheat when playing games.          Does not get his brother to do his assignments for him.          Does not show his mother the wrong paper when he has had a test at school.          Does not tell untruths about the grades he has received.</p>
	High school girl	<p>Is truthful to her parents.          Admits wrong that she has done it.          Keeps promises.          Does not say she is delighted to see a certain person when she wished she had stayed at home.          Is kind to her parents and all the members of her family.          Does not try to conceal the hour she came in at night.          Does not hide things from her mother.          Tells the whole truth; does not omit a portion of it.</p>
School	Primary boy or girl	<p>Does not try to change the mark that is on his report card.          Does not tell classmates he received a mark that he did not get.          Does just the same thing when the teacher is out of the room as when she is in.          Does not blame others when he has done wrong.          Does not deny that he crossed the street in the middle of the block.          Does not say he understands when he knows he does not understand.</p>



## VIRTUE APPLICATIONS FOR SINCERITY

Situation	School Group	Applications
School	Intermediate boy or girl	<p>Pays back the nickel he borrowed.</p> <p>Tells the teacher if he breaks something that belongs to the room.</p> <p>Does not whisper the answer to one who has been called upon by the teacher.</p> <p>Does not turn around and talk when the teacher is called to the door.</p> <p>Does not talk and play when the teacher is not looking.</p> <p>Does not copy from others.</p> <p>Does not give his paper to others to copy.</p> <p>Tells the teacher when he has been the cause of a disturbance.</p> <p>Does not copy, even though no one would ever know it.</p>
	Seventh and eighth grade boy or girl	<p>Does not throw paper under the desk of others making it seem that it was their paper.</p> <p>Returns what he has borrowed.</p> <p>Does not tell a girl that she likes her dress when she does not.</p> <p>Would rather receive a zero than copy.</p> <p>Does not hold a book before him in order to talk or eat candy.</p> <p>Does not brag about dresses that she does not own.</p> <p>Does not sneak home when there is a rehearsal after dismissal.</p> <p>Does not allow friends to receive blame for what he deserves.</p>
	High school girl	<p>Does not copy from others.</p> <p>Does not give others her work to copy.</p> <p>Does not let the innocent suffer when she knows who the guilty one is.</p> <p>Has the courage to say so when she does not understand.</p> <p>Acknowledges mistakes.</p> <p>Does not try to conceal things.</p> <p>Is a true friend in rendering services, etc.</p> <p>Does not say one thing behind a person's back and another thing to her face.</p>
Playground	Primary boy or girl	<p>Is honest in games.</p> <p>Does not tell lies in order to win in a game.</p> <p>Tells on himself if he has broken something.</p> <p>Does not play games that he would not play if an older person were watching.</p> <p>Does not play games he was told not to play.</p>
	Intermediate boy or girl	<p>Does not permit another child to be accused of what he himself did.</p> <p>Does not lie to get the swing.</p> <p>Plays fair in all games.</p>

## VIRTUE APPLICATIONS FOR SINCERITY

Situation	School Group	Applications
Playground	Seventh and eighth grade boy or girl	Tells the truth if he has broken a window. Does not play after the stop signal has been given.
Street	Primary boy or girl	Tries to find the owner of the thing found. Tells his right name to the policeboy when he asks for it. Tells the person whose window he broke while playing ball. Does not deny it when the policeboy reports him for something he has done wrong.
	Seventh and eighth grade boy or girl	Does not eat some of the cookies that he was sent to buy at the store, without telling his mother about it. Does not purposely misdirect a stranger.
Church	Primary boy or girl	Tells sins in confession just as they are. Prays for those he promised to pray for. Says his prayers and does not watch the other children. Does not light candles without making the necessary offering.
	Intermediate boy or girl	Puts in the box all the money that has been given him for the collection.
	High school girl	Thinks of what she is saying as she prays. Tells her sins in confession just as they are.
Homes of others	Primary boy or girl	Tells the boy he is visiting if he happens to break one of his toys. Does not say mean things about his friends.
	Seventh and eighth grade boy or girl	Does not tell a person that her home is very beautiful and then turn around and tell someone else that it is not beautiful. Does not tell his friend's mother that she makes wonderful dishes and then tell someone else that she is no cook at all. Does not tell the boy he is visiting that he has a fine wagon and then tell someone else that it is no good. Does not praise something that he does not like.
	High school girl	Does not boast of what she has not. Helps her friends in difficulties. Does not speak as though she owned a Lincoln when she only owns a Ford.
Street car, bus, or train	Primary girl or boy	Does not try to sneak rides.
	Intermediate boy or girl	Does not give an old transfer to the conductor. Returns surplus change to the conductor that he happened to give by mistake. Does not give incorrect age, if asked by the conductor.

## VIRTUE APPLICATIONS FOR SINCERITY

Situation	School Group	Applications
Street car, bus, or train	Seventh and eighth grade boy or girl	Does not ring the bell unless he wants to get off.
Stores	Intermediate boy or girl	Tells the owner if he happens to break or destroy something by mistake.
Movies	Primary boy or girl	Does not try to sneak in without paying.

VIRTUE APPLICATIONS FOR RESPECT FOR LAW

Situation	School Group	Applications
Home	Primary boy or girl	Obeys every order that mother gives. Obeys the laws made by Father. Says morning and night prayers faithfully. Comes home at the appointed time. Does homework at the time mother says to do it. Washes teeth before going to bed. Waters the lawn only when the city permits.
	Intermediate boy or girl	Does not complain about the regulations that father has made. Is not a sneak. Does not go to the icebox if told not to go. Removes hat when entering the house. Does not sit on beds. Hangs wraps in appointed places. Washes dishes as mother desires.
	Seventh and eighth grade boy or girl	Is in from play at the appointed time. Goes to the movies only at the time allowed by parents.
	High school girl	Follows all regulations of parents. Does not complain of regulations. Obeys parents in everything. Practices music lessons faithfully. Hangs up wraps properly. Does not read forbidden books.
School	Primary boy or girl	Does not push or talk in ranks. Does not write on the school building. Does not throw snowballs near the building. Is on time for school. Does not talk at the time of a fire drill. Does not talk in the corridors. Takes off cap when entering school building. Keeps perfectly quiet when in line. Does not talk in the classroom unless it is necessary. Does not talk when the teacher's back is turned. Does not throw papers around.
	Intermediate boy or girl	Obeys all the bells immediately. Does not chew gum in the schoolroom. Does not skip school. Takes care of school property. Does not scratch initials on desk. Stops anyone who might be using matches around the school.

## VIRTUE APPLICATIONS FOR RESPECT FOR LAW.

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	Does not talk in toilets. Does not talk out loud at anytime without asking permission. Keeps desks in order. Does not kick or giggle when marching. Does not sharpen pencil at forbidden times.
	High school girl	Obeys school laws and regulations. Does not criticize them. Does not argue with teachers. Is on time daily. Wears uniform faithfully. Observes regulations for quiet. Puts papers, etc., in the assigned receptacle. Observes library rules exactly.
Playground	Primary boy or girl	Does not fight. Does not strike anyone. Does not break anything. Does not play games that have been forbidden. Does not cheat in games.
	Intermediate boy or girl	Does not push another down the slide. Does not play ball near places that are forbidden. Does not stand on swings. Does not leave playground without permission. Does not climb over the gate. Does not write on walls or fences.
	Seventh and eighth grade boy or girl	Does not go in part of playground reserved for smaller children. Does not grumble and complain about the rules that have been made for the playground.
	High school girl	Obeys all regulations. Does not throw papers and waste material around the grounds. Does not criticize regulations made. Observes exactly rules of games.
Street	Primary boy or girl	Does not tease the policeboys. Crosses the street when the policeboy says to cross it. Does not walk on the grass. Crosses the street at the corner. Looks both ways when crossing the street. Does not cross in the middle of the block. Does not walk in the middle of the street.

## VIRTUE APPLICATIONS FOR RESPECT FOR LAW

Situation	School Group	Applications
Street	Intermediate boy or girl	<p>Keeps to the right of the walk.  Slows down when driving past a school.  Does not speed.  Does not drive horses and wagons on boulevards.  Gets out of the way of the fire department.  Warns younger children not to skate on the street.</p>
	Seventh and eighth grade boy or girl	<p>Does not turn in false alarms.  Does not ride bicycle on sidewalk.  Does not walk on new cement.  Does not damage the property of others.  Does not play on railroad tracks.  Does not play ball in the street.</p>
	High school girl	<p>Observes stop and go signs.  Drives within the speed limit.  Respects regulations for pedestrians.  Obeys the signals given by policemen, at street crossings.  Obeys all laws that concern one while on the street.  Does not throw papers around.  Keeps to the right.  Does not walk on the lawns.  Observes traffic signs.  Observes parking regulations.</p>
Church	Primary boy or girl	<p>Goes to Mass on Sundays and Holy days.  Goes to the Mass appointed.  Does not go to Masses that are only for grown folks.  Does not eat meat on Fridays.</p>
	Intermediate boy or girl	<p>Observes regulations for children about going to confession.  Returns for a second Mass, if late.</p>
	Seventh and eighth grade boy or girl	<p>Is on time for Mass.  Does not leave the church before the priest leaves the altar.  Does not criticize laws of the church.</p>
	High school girl	<p>Obeys the laws of the church.  Complies with the wishes of the pastor.  Listens carefully to instructions.  Is on time for services.  Does not criticize laws of the church.  Tries to know all the necessary church laws.</p>

## VIRTUE APPLICATIONS FOR RESPECT FOR LAWS

Situation	School Group	Applications
Homes of others	Primary boy or girl	Does not talk while others are talking. Takes off hat before entering. Cleans off shoes before entering the house. Does not enter without ringing the bell. Does not go into a person's house uninvited.
	High school girl	Says morning and night prayers Observes all rules of her own parents. Conforms herself to the regulations of the house she is visiting.
Street car, bus, or train	Primary boy or girl	Does not get on or off while the car is moving. Is careful getting on and off the cars. Does not lean out of the windows.
	Seventh and eighth grade boy or girl	Does not try to get by, by paying half fare when old enough to pay full fare. Lets others off before getting on. Faces forward when alighting.
Stores	Primary boy or girl	Does not handle articles for sale, particularly, those that are perishable.
	Intermediate boy or girl	Observes signs in stores.
	High school girl	Observes such signs as "please do not touch." Does not go behind the counter. Walks slowly through the swinging door.
Movies	Primary boy or girl	Does not scream. Does not spit on the floor.
	Intermediate boy or girl	Does not run around the show. Uses the appointed exits.
	Seventh and eighth grade boy or girl	Does not stamp feet in rhythm. Does not sneak in free. Does not attempt to attend shows that advertise "No minors allowed." Does not put feet on seats.

## VIRTUE APPLICATIONS FOR OBEDIENCE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Picks up papers when mother says to do it.  Stays on porch when told to remain there.  Washes face and hands just as told to do so.  Puts coat and hat away on coming into the house.  Goes straight to school; does not stop on way.  Goes to basement for potatoes when mother says to do it.  Dusts chairs just as mother says to do it.  Does not sit down at the dinner table until told to do so.  Does not take things out of the ice box when told not to do so.  Goes promptly to the store when told.  Gets up just as soon as mother calls in the morning.  Says morning and night prayers without being reminded of them.  Goes in promptly from play when told to do so.  Remains seated in a chair if told to sit there because of having done something wrong.  Dries dishes when older sister says to do it.  Takes care of the baby in just the way mother says to do it.</p>
	Intermediate boy or girl	<p>Does not take candy after he was told not to take it.  Does what he has been told to do without having to be told a second time.  Practices piano lessons faithfully.  Follows the orders of parents and others that are older in everything that is not sinful.  Does not dispute with parents when told to do something.  Takes little brother home from school as father told him to do.  Sweeps the sidewalk at the time told to do it.  Remains in the house when told to do so.  Goes for newspaper promptly when sent.  Turns off the radio or victrola as soon as he is told to do so.</p>



## VIRTUE APPLICATIONS FOR OBEDIENCE

Situation	School Group	Applications
Home	Seventh and eighth grade boy or girl	<p>Takes care of the fire as soon as he has been told to do so.</p> <p>Helps with housework immediately upon being asked to do so.</p> <p>Goes to the store promptly.</p> <p>Obeys older brothers and sisters.</p> <p>Goes to bed at the appointed time without having to be reminded.</p> <p>Hangs up coat and hat in the right place.</p> <p>Obeys all the rules of health that he has been taught.</p> <p>Does not go into the home with muddy feet.</p>
	High school girl	<p>Arrives home at the hour appointed.</p> <p>Follows the commands of parents when they forbid certain associates.</p> <p>Does not attend dances, parties, or theatres that have been forbidden.</p> <p>Does not read forbidden books.</p> <p>Returns home at the appointed hour.</p> <p>Carries out promptly the requests of parents.</p> <p>Gets up promptly when called.</p> <p>Turns off radio when mother or father requests it.</p> <p>Practices piano lessons faithfully.</p> <p>Remains at home when told to remain at home.</p>
School	Primary boy or girl	<p>Does not chew gum in school.</p> <p>Does not skip school.</p> <p>Does not throw snowballs near the windows.</p> <p>Answers the bell promptly.</p> <p>Is quiet in ranks.</p> <p>Does not write on walls.</p> <p>Writes and stops writing when told to do so.</p> <p>Is clean in the schoolroom.</p> <p>Does not cause disturbances when teacher leaves the room.</p> <p>Studies when teacher says to study.</p> <p>Makes papers neat, as required.</p> <p>Does not throw papers on the floors.</p>
	Intermediate boy or girl	<p>Takes the seat he has been given even though he does not like it.</p> <p>Follows orders of the teacher exactly.</p> <p>Works quietly when the teacher is out of the room.</p> <p>Goes home promptly at dismissal.</p>

## VIRTUE APPLICATIONS FOR OBEDIENCE

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	Keeps all the rules of the school. Returns report card promptly. Has hair neat and hands clean. Keeps desks in order. Tries to observe traffic laws.
	High school girl	Tries to keep every regulation of the school. Keeps quiet in those places where quiet is supposed to be. Complies with signals promptly. Does not talk loud at the change of periods. Does not disturb others upon entering the schoolroom. Observes all rules pertaining to class dismissal. Follows dress requirements exactly.
Playground	Primary boy or girl	Keeps out of the mud. Does not sit on window sills in winter. Is careful not to break swings. Puts papers in baskets supplied. Follows the rules of the games he is playing. Does not play games that have been forbidden. Remains in the playground at recess time. Does not throw papers around. Does not mark up the playground by writing. Keeps on boys' or girls' side of the playground.
	Intermediate boy or girl	Does not stand on swings. Does not push the swings too high. Stays only as long as mother says.
	Seventh and eighth grade boy or girl	Does not leave the playground without permission. Observes all rules of fair play.
	High school girl	Observes the directions of the coach. Goes home at the time appointed by her mother.
Street	Primary boy or girl	Follows the commands of the policeboys. Looks both ways before crossing. Does not cross street in middle of the block. Does not throw things on the street. Does not play on the street.
	Intermediate boy or girl	Does not play near the curb. Tries to keep quiet near zones of quiet. Follows the rules of traffic. Does not walk on lawns of others. Keeps to the right.

VIRTUE APPLICATIONS FOR OBEDIENCE

Situation	School Group	Applications
Street	High school girl	Respects traffic signals. Walks on sidewalk. Does not cross the lawns of others.
	Primary boy or girl	Does not talk or play in church. Takes his beads and prayer book to church. Is on time for Mass. Goes to the children's Mass, if there is one. Gives the offering he has been given to give.
Church	Intermediate boy or girl	Sings when his class is singing. Keeps all the commands of the church. Follows the Mass with a prayer book.
	Seventh and eighth grade boy or girl	Arrives in place in choir at the appointed time. Keeps appointments faithfully if an altar boy.
	High school girl	Is on time for Mass. Does not occupy pews reserved for children, etc. Remains in pew until the priest leaves the Sanctuary. Follows the ceremonies as prescribed.
	Primary boy or girl	Does not go into the homes of others if told not to do so. Does not touch things that he has been asked not to touch. Goes home at the appointed time. Obeys the mother of the one he is visiting. Does not touch piano when told not to touch it.
Homes of others	Intermediate boy or girl	Keeps hands off things he has been told not to touch such as violin, radio, etc. Observes the regulations of the home that he is visiting. Does not touch piano when told not to touch it.
	Seventh and eighth grade boy or girl	Respects the parents of friends. Never suggests to a friend to do what his parents have told him not to do.
	High school girl	Returns to her home at the time appointed. Observes the regulations of the home she is visiting. Encourages her friend to carry out her mother's orders.

## VIRTUE APPLICATIONS FOR OBEDIENCE

Situation	School Group	Applications
Street car, bus or train	Primary boy or girl	<p>Takes the bus when mother says to take it and not to take the street car.</p> <p>Does not stand on platform talking to driver or motorman.</p> <p>Does not stand on the steps of the street car.</p> <p>Does not put head out of window.</p> <p>Follows the commands of the conductor.</p> <p>Does not put arms out of the window.</p> <p>Waits until car has stopped before getting on.</p>
	Intermediate boy or girl	<p>Does not change from one seat to another when mother says not to do so.</p> <p>Does not hang out of the window.</p> <p>Does not occupy more than one seat.</p> <p>Does not get on or off of car while it is moving.</p> <p>Does not spit.</p> <p>Faces forward when leaving car.</p>
	Seventh and eighth grade boy or girl	<p>Follows the laws of hygiene.</p> <p>Follows instructions given at time of danger.</p>
	High school girl	<p>Does not try to get on car while it is moving.</p> <p>Does not put head or arms out of windows.</p> <p>Does not stand on platform and talk to conductor.</p> <p>Does not talk to motorman.</p>
Stores	Primary boy or girl	<p>Does not spend all of spending money on candy if told not to do so.</p> <p>Obeys signs and does not handle things on counters.</p>
	Intermediate boy or girl	<p>Does not touch things that are for sale.</p> <p>Counts change immediately upon receiving it.</p>
	High school girl	<p>Uses the proper entrances and exits.</p> <p>Does not spend more money than mother has told her to spend.</p> <p>Refrains from handling things on the counters.</p> <p>Obeys regulations of the store.</p>
Movies	Primary boy or girl	<p>Does not throw paper around.</p> <p>Does not holler and whistle.</p>
	Intermediate boy or girl	<p>Does not do anything the usher says not to do.</p>

## VIRTUE APPLICATIONS FOR OBEDIENCE

Situation	School Group	Applications
Movies	Seventh and eighth grade boy or girl	Does not go to shows that mother has forbidden.
	High school girl	Removes hat as directed.

## VIRTUE APPLICATIONS FOR PRAYER

Situation	School Group	Applications
Home	Primary boy or girl	Prays every morning. Prays every night. Prays before breakfast. Prays after breakfast. Prays before lunch. Prays after lunch. Prays before dinner. Prays after dinner. Prays for his mother and father, and brothers and sisters. Thanks God for having made him. Prays during storms. Says aspirations for help when in trouble. Tells God he is sorry when he has done wrong. Makes the morning offering as soon as he wakes up. Prays when he is afraid. Thanks God for all favors. Remembers whenever he prays that God is present and listening to him.
	Intermediate boy or girl	Prays at the moment of temptation. Prays to his Angel daily. Says little prayers while at work. Prays for success in work being done. Makes and renews during the day, the morning offering. Says a little prayer when he hears anyone take the name of the Lord in vain.
	High school girl	Says her grace before and after meals. Says morning and evening prayers. Recalls God is present before praying. Prays for parents, friends and enemies. Does not excuse herself from prayers because she does not feel like it. Prays for grace to carry out resolutions. Makes a short meditation each day.
School	Primary boy or girl	Offers his work as prayer. Says the hourly aspiration thinking of what it means. Remembers God is listening at the time the children are praying. Kneels up like a soldier. Does not look around during prayer.

## VIRTUE APPLICATIONS FOR PRAYER

Situation	School Group	Applications
School	Intermediate boy or girl	<p>Makes the sign of the Cross with holy water when passing in and out of the class room.</p> <p>Says a short prayer for help when he can't do his assignment.</p> <p>Says a short prayer for help when he is tempted to disobey.</p> <p>Thanks God for success.</p>
	High school girl	<p>Says, as well as she can, the prayers before and after class.</p> <p>Does not look around during the time of prayer.</p> <p>Recalls God's presence during the time of prayer.</p> <p>Asks light of the Holy Ghost at the time of examinations, etc.</p> <p>Listens carefully to instructions on prayer.</p> <p>Tries to think of the meaning of the prayers she says.</p>
Playground	Primary boy or girl	<p>Makes a quick act of sorrow if he happens to offend God.</p> <p>Makes an act of sorrow for sin, if hurt.</p> <p>Says a short prayer for God's help if someone wants him to do something he knows he should not do.</p> <p>Offers play to God.</p>
	Intermediate boy or girl	<p>Prays for protection when tempted to sin.</p> <p>Prays in time of danger.</p> <p>Prays when tempted to play unfair.</p> <p>Thanks God for success.</p>
Street	Primary boy or girl	<p>Prays for protection when he comes to a dangerous crossing.</p> <p>Asks his Angel to take care of him.</p> <p>Says a little prayer to honor God when he hears someone curse or swear.</p>
Church	Primary boy or girl	<p>Assists at Mass as he has been taught to do.</p> <p>Says his prayers, knowing God is present.</p> <p>Does not look around while praying.</p> <p>Makes a little visit after confession.</p> <p>Prays for his parents, sisters and brothers.</p> <p>Prays for the sick.</p> <p>Prays for the dying.</p> <p>Prays for the poor and helpless.</p> <p>Prays that God will make him a good boy.</p>

## VIRTUE APPLICATIONS FOR PRAYER

Situation	School Group	Spplications
Church	Primary boy or girl	Remembers all the time, that God is listening. Makes the sign of the Cross slowly. Does not say his prayers too fast. Prays for pagans. Prays for sinners.
	Intermediate boy or girl	Thinks about the meaning of the prayers he is saying or reading. Prays slowly. Uses a prayer book when he can't keep his thoughts on his prayers.
	High school girl	Prays before and after confession. Makes a visit, when possible, if passing a church. Makes frequent visits to the Chapel at school. Prays for grace to keep resolutions. Remembers God is present. Prays from her heart. Prays even though she does not feel like it. Prays slowly, dwelling on the meaning of the words she is saying or reading. Prays in trouble or sorrow.
Homes of others	Primary boy or girl	Remembers to say morning and night prayers. Remembers to say grace. Prays to do what is right, if someone wants him to do otherwise.
Street car, bus, or train	Intermediate boy or girl	Salutes the Lord when passing churches. Prays at time of an accident. Prays for protection.
Stores	Intermediate boy or girl	Prays for strength if tempted to steal.
Movies	Intermediate boy or girl	Prays to be kept from sin. Offers the pleasure of the show to God. Closes his eyes and prays if there is something bad.
	High school girl	Prays at the moment of temptation. Prays before going in to swim. Prays in the presence of any danger to soul or body.



## VIRTUE APPLICATIONS FOR SELF DENIAL

Situation	School Group	Applications
Home	Primary boy or girl	<p>Stays in the house after school with sick little brother and plays with him.</p> <p>Takes little brother with him to play when he would rather not.</p> <p>Runs to answer mother's call, no matter how interesting the game being played.</p> <p>Saves candy money for foreign missions.</p> <p>Kneels on floor to say prayers instead of on bed or chair.</p> <p>Does things that are not very pleasant such as washing dishes, mending, and going to the store.</p> <p>Takes the piece of candy he likes least.</p> <p>Asks to wash dishes on Saturday.</p> <p>Eats only two pieces of candy when he could have much more.</p> <p>Takes cod liver oil without making a face.</p> <p>Eats bread and butter after school instead of cake.</p> <p>Takes only one ball when mother said he could have three.</p> <p>Hangs hat and coat in the exact place appointed.</p> <p>Puts toys in the places appointed.</p>
	Intermediate boy or girl	<p>Gets father's slippers just the minute he asks for them.</p> <p>Does not eat desert on Friday.</p> <p>Puts aside a portion of spending money for the poor.</p> <p>Does not eat candy once in a while.</p> <p>Washes the dishes when her sister wants to dry them.</p> <p>Stays at home with a sick sister while the rest of the family goes on an automobile trip.</p> <p>Gives last piece of cake in the house to her brother.</p> <p>Stays in to help mother instead of going out.</p> <p>Does not eat until meal time although very hungry.</p> <p>Continues to help mother even though a companion has called for her to go out and play.</p> <p>Does not open letters or packages until mother comes home.</p> <p>Waits just a minute before eating when very hungry.</p> <p>Gets up in the morning just as soon as called.</p>
	Seventh and eighth grade boy or girl	<p>Leaves the most comfortable chair for others.</p> <p>Does not take much of a dish he knows others of the family like very much.</p> <p>Gives brothers and sisters a chance to make a selection at the candy box first.</p> <p>Offers to wash the dishes when mother asks one of several members of the family to do it.</p> <p>Gives some of his Christmas presents to one who is in need of them.</p> <p>Gives part of his share of candy to a brother who likes it very much.</p>

## VIRTUE APPLICATIONS FOR SELF DENIAL

Situation	School Group	Applications
Home	High school girl	<p>Does not say mean things to older brother when he has played a mean trick on her.</p> <p>Stays at home with the younger children so that her mother and father may go out.</p> <p>Washes the dishes instead of playing the piano.</p> <p>Refuses once in a while the dish she likes very much.</p> <p>Gives the softest chair to her mother.</p> <p>Breaks an unnecessary appointment to help mother.</p> <p>Gives father the newspaper first.</p> <p>Does not play the piano when younger children are sleeping.</p> <p>Leaves the biggest piece of cake for another.</p> <p>Does not allow anyone to see she is hurt.</p> <p>Gives the best part of the newspaper to another even though she is longing for it herself.</p> <p>Tries to save her mother steps.</p> <p>Does not answer back</p> <p>Helps with dishes instead of reading book.</p> <p>Helps with the dinner when she would like very much to read.</p> <p>Refuses a piece of candy, once in a while, when it is passed.</p>
School	Primary boy or girl	<p>Stays for a few minutes after school to help the teacher put away materials.</p> <p>Saves candy until school is out instead of trying to eat it during lesson time.</p> <p>Does something kind for the person who has been mean to him.</p> <p>Does not push in the cloak room.</p> <p>Waits turn when getting study work.</p> <p>Keeps feet together.</p> <p>Waits his turn when he wants to read.</p> <p>Puts money in poor box.</p> <p>Does not talk when he would like very much to do so.</p> <p>Helps someone who is in trouble.</p>
	Intermediate boy or girl	<p>Does not look to see what time it is.</p> <p>Does not copy answers.</p> <p>Does not look out of the window.</p> <p>Stops work just as soon as signal is given.</p> <p>Does not jump at the end of the stairs.</p> <p>Lets another do the job he would like to do himself.</p> <p>Does not look out of window while class prayers are being said.</p> <p>Does not talk at time that are forbidden.</p> <p>Does not look out of the window when an aereoplane is passing.</p> <p>Lets another fellow drink at the fountain before he takes a drink.</p>

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	<p>Does not offer excuses when corrected.            Lets another use the dictionary first.            Tries not to be eager to answer a question when she knows someone near her is very anxious to answer it.            Lets another sharpen his pencil first.            Picks up what another has dropped.            Does not look out of the window when the fire-department passes.            Does not ask to go for a drink of water during class or study time.            Offers to help someone who is having difficulty.</p>
	High school girl	<p>Does not talk unnecessarily in corridors.            Does not copy the work of others.            Listens to instructions carefully.            Does not talk back when corrected.            Sacrifices her desire for music lessons in order that her older brother may go to college.            Uses study hour well.            Is kind to others, without exception.            Is on time.</p>
Playground	Primary boy or girl	<p>Gives someone else his place in line at the slide.            Gives a minute or two of playtime to make a visit to the church.            Plays games that he does not like just because the other boys like to play them.            Does not scream.            Plays with the little girl she does not like very well.            Gives some of candy to the poor boy who never has any.</p>
	Intermediate boy or girl	<p>Does not fight when he would like to do it.            Plays the games the other girls like best.            Does not hit back the boy who hit him.            Shares cracker jack, etc., with others who have none.            Lets friends play with his ball.</p>
	Seventh and eighth grade boy or girl	<p>Helps the smaller children to organize their games.            Leaves the playground promptly at the signal.</p>
	High school girl	<p>Assists one who needs help when she would rather go with her friends.            Pushes small children on the swings.            Yields to the desires of others.            Steps aside for others.            Stops the game the second the signal is given.</p>

Situation	School Group	Applications
Church	Primary boy or girl	Does not laugh or talk or look around. Keeps feet still. Does not rest arms on pew. Does not look around to see who is talking behind him.
	Intermediate boy or girl	Kneels straight. Prays when he does not feel like it. Listens very carefully to sermons. Attends Benediction instead of going to the show. Lets someone else sit on the outside of the pew.
	Seventh and eighth grade boy or girl	Does not watch from the choir to see who is coming in the church. Does not look around in church when there has been a noise in the back. Kneels a little longer than he wants to kneel. Tries to put out of his mind all thoughts but those of his prayers.
	High school girl	Does not watch persons entering. Is on time for services. Kneels straight, does not crouch in the pew. Stays in church just a minute or two longer than she expected to remain. Uses her missal exactly when she would rather say some other prayer. Kneels on both knees. Does not slouch in her seat during the sermon. Does not read prayer book during the reading of the Gospel. Keeps eye on altar when not reading a prayer book. Does not look around everytime someone comes in. Does not rush to the Communion rail. Goes to confession instead of a show. Goes to Mass daily. Tries to keep her mind on her prayers while in church.
Street	Primary boy or girl	Does not throw papers on the street. Does not walk on the lawns of others. Does not write on buildings or sidewalks. Gives part of movie or candy money to the old man who is begging on the street corner or to the mission box.
	Intermediate boy or girl	Picksup something for one who has dropped it. Carries bundles for a neighbor who is loaded down with them.
	Seventh and eighth grade boy or girl	Steps aside for others when walk is crowded. Speaks to all neighbors, without exception.

## VIRTUE APPLICATIONS FOR SELF DENIAL

Situation	School Group	Applications
Street	High school girl.	<p>Does not talk loud or shout.  Does not walk on other people's lawns.  Steps aside for one who is in a hurry.  Does not laugh at those who should not be laughed at.  Does not chew gum.  Does not look in all the store windows.</p>
Homes of others	Primary boy or girl	<p>Does not talk when others are talking.  Goes home promptly.</p>
	Intermediate boy or girl	<p>Gives up the biggest piece of candy or cake to another.  Takes only two pieces of candy when he could take much more.  Picks up any disorder made.</p>
	Seventh and eighth grade boy or girl	<p>Says only nice things about others.  Is kind to younger members of his friend's family.</p>
	High school girl	<p>Does not take the most comfortable chair.  Does not talk about herself.  Permits others to look at articles for inspection first.  Is polite to someone who is not polite to her.  Does not take the piece of candy she likes best.  Gives her seat to another.  Does not try to give her friends the impression that she knows it all.  Refrains from asking for a second helping.  Does what others like to do even though she does not like to do it herself.</p>
Street car, bus, or train	Primary boy or girl	<p>Does not run up and down the isles.  Gives seat to someone who is older.  Does not push to get the best seat.</p>
	Intermediate boy or girl	<p>Picks up package or book for someone who has dropped it.  Lets the one next to him have the seat nearest the window.</p>
	Seventh and eighth grade boy or girl	<p>Does not push in order to be the first on entering.  Gives seat to another.</p>
	High school girl	<p>Does not sit when an older person is standing.  Does not sleep on cars.  Does not look around.  Is cheerful if she must stand.  Gives her friend the choice of the inside seat.  Does not chew gum.  Does not stare at people.  Does not take the only vacant seat there is.</p>

## VIRTUE APPLICATIONS FOR SELF DENIAL

Situation Y	School Group	Applications
Stores	Primary boy or girl	<p>Does not interrupt mother when she is talking to someone else.</p> <p>Waits his turn instead of pushing.</p> <p>Does not tease mother to buy candy.</p> <p>Does not ask mother for the kind of cookies he likes best.</p>
	Intermediate boy or girl	<p>Gives back to the butcher the extra change he gave.</p> <p>Gives the boy with him half of the candy he bought.</p> <p>Does not hitch on wagons.</p>
	High school girl	<p>Does not sample goods unnecessarily.</p> <p>Does not buy everything she wants.</p> <p>Does not complain about an impudent salesperson.</p> <p>Waitsher turn, and buys a smaller amount of sweets than usual.</p> <p>Permits another to go ahead of her.</p> <p>Carries a package home instead of having it delivered.</p> <p>Does not buy candy but puts money in poor box next time she goes to church.</p>
Movies	Intermediate boy or girl	<p>Does not go to the movies during advent or lent.</p> <p>Does not answer back the lady who happens to call him down for being loud or kicking seat.</p> <p>Closes eyes for just a second when the show is very interesting.</p> <p>Gives seat to older person when there are not any more seats left in the house.</p>
	Seventh and eighth grade boy or girl	<p>Does not tell the story to the one next to him if he has already seen the picture.</p> <p>Refrains from eating popcorn or candy at the show.</p> <p>Does not spit on the floor.</p> <p>Does not yell at the exciting part.</p>
	High school girl	<p>Does not sing or hum while the orchestra is playing.</p> <p>Does not turn around to see who is coming in the seat behind her.</p> <p>Takes off hat immediately upon entering.</p> <p>Does not applaud too loudly.</p> <p>Goes to the show her friends like best.</p> <p>Closes her eyes at the part she would like very much to see.</p>

Situation	School Group	Applications
Home	Primary boy or girl	Says morning and evening prayers. Says grace before and after meals. Makes the morning offering on awakening. Keeps candles and holy water in the home.
	Intermediate boy or girl	Does not make fun of the piety of others. Does not permit others to show disrespect, if at all possible. Units in family prayers. Says prayers at home if unable to go to Mass because of illness.
	Seventh and eighth grade boy or girl	Does not omit pious exercises because of not feeling like them.
	High school girl	Says prayers morning and evening. Prays before and after meals. Obeys the laws of religion. Has religious articles in the home. Respects the religious beliefs of others. Calls a priest for the dying. Is not ashamed to talk of God, etc.
School	Primary boy or girl	Does not laugh during prayers. Folds hands and looks at a holy picture or closes eyes. Tries to forget everything but prayer during prayer time. Says aspirations at the half-hour, believing God is present. Goes to a school where one learns to know and love religion.
	High school girl	Visits the chapel. Studies religion faithfully. Co-operates with the various spiritual activities.
Playground	Primary boy or girl	Says the Angelus when the bell rings.
	Seventh and eighth grade boy or girl	Does not take the name of God in vain.

## VIRTUE APPLICATIONS FOR RELIGION

Situation	School Group	Applications
Street	Primary boy or girl	Takes off cap when passing church. Bows her head when passing church. Says aspiration when passing church. Does not use the name of God in vain.
	Intermediate boy or girl	Makes a short visit, if a Church is passed and there is time.
	High school girl	Bows head when passing a church. Makes a visit, if possible.
Church	Primary boy or girl	Makes the sign of the Cross with holy water when entering the church. Thinks of the meaning of the sign of the Cross as it is made. Thinks of God's presence. Tries to keep mind on presence of God. Does not turn around or laugh. Does not play with rosary. Never, never, never eats candy or chews gum. Returns from Communion rail with hands folded and eyes cast down. Takes rosary beads and prayer book to church. Goes to confession frequently. Does not disturb others when late. Is not late for Mass.
	Intermediate boy or girl	Sings faithfully, if there is congregational singing.
	Seventh and eighth grade boy or girl	Uses the missal exactly. Makes a personal application at every sermon.
	High school girl	Is not late for Mass. Remembers God is present. Makes the sign of the Cross when entering the church.
	Primary boy or girl	Says night prayers faithfully when staying with others. Is not ashamed to be a Catholic. Tries to get someone to go to church who is not faithful in going.
Homes of others		



## VIRTUE APPLICATIONS FOR RELIGION

Situation	School Group	Applications
Homes of others	Intermediate boy or girl	Does not eat meat on Friday.
	High school girl	Says grace without others knowing it if necessary. Joins in family prayers of others without complaining. Does not neglect night prayers.
Street car, bus or train	Intermediate boy or girl	Carries a rosary.
	High school girl	Takes advantage of being alone to pray.
Stores	High school girl	Is not ashamed to buy religious articles.
Movies	Intermediate boy or girl	Goes to see plays like "Kings of Kings", etc.

## VIRTUE APPLICATIONS FOR HUMILITY

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not think he is better than others because he has new clothes.</p> <p>Does not brag when someone says something nice about him.</p> <p>Accepts a scolding without answering back.</p> <p>Does not say he did not do something when someone else has said he did it.</p> <p>Is just as kind to poor children as to rich.</p> <p>Does not talk about his new clothes.</p> <p>Does not brag about his trip.</p> <p>Remembers that all he has comes to him from God through his parents.</p>
	Intermediate boy or girl	<p>Does not quarrel with brothers and sisters.</p> <p>Does not think he is better than his brothers and sisters.</p> <p>Tells on himself when he has done wrong.</p> <p>Does not get angry when he is laughed at.</p> <p>Gives his brother the biggest apple.</p>
	Seventh and eighth grade boy or girl	<p>Washes dishes and does not allow others to think she does not like to do it.</p> <p>Helps in the kitchen and does not think herself too good to do it.</p> <p>Is not ashamed of her parents because they are oldfashioned.</p> <p>Does not put on airs.</p> <p>Does not refuse to do work that will soil or stain the hands.</p> <p>Does not ask for more than parents can afford.</p> <p>Is not ashamed of her brothers and sisters.</p> <p>Steps aside for others.</p> <p>Does not brag about the things his father has.</p> <p>Does not act as if he thought he was <sup>well</sup> better than others.</p>
	High school girl	<p>Apologizes for injury done to another.</p> <p>Does not think herself too good to do housework.</p> <p>Does not interrupt.</p> <p>Does not argue.</p> <p>Does what brothers and sisters say without grumbling.</p> <p>Takes the least desirable helping at the table.</p> <p>Is not ashamed of her home.</p>

## VIRTUE APPLICATIONS FOR HUMILITY

Situation	School Group	Applications
Home	High school girl	<p>Takes corrections without snapping back.  Does not think it below her to wash floors and windows.  Helps in the kitchen when another member of the family is giving a party.  Takes the blame of some other member of the family.  Does not brag of the chores she does.  Does not think herself better than other members of the family because she goes to church more often.  Helps other members of the family.  Accepts an apology in a kindly manner.  Does not monopolize conversations.</p>
School	Primary boy or girl	<p>Does not brag when he receives better marks than others.  Does not want always to be the leader.  Is not good just when he is being watched.  Does not act like a smart Alec because he has the best paper in the room.  Says "pardon me" when he bumps into someone.</p>
	Intermediate boy or girl	<p>Helps others.  Stops and picks up wraps that may have dropped on the floor.  Does not talk about the new clothes he has.  Is as kind to the poor as to the rich.  Does not brag about home, servants, toys, etc.  Permits another to go ahead of him.  Helps with classroom duties.  Does not think such duties beneath him.  Shares what he has with others.</p>
	Seventh and eighth grade boy or girl	<p>Does not think himself better than others.  Is not jealous of another's new coat.  Does not brag of the fact that he is the highest in the class.  Does not put on airs.  Does not boast of his mother's diamonds, car, etc.  Does not boast of pious practices.  Is not ashamed to ask the help of others.  Helps others to succeed.  Does not try to be first in ranks, etc.  Does not brag about success in baseball, football, etc.</p>

## VIRTUE APPLICATIONS FOR HUMILITY

Situation	School Group	Applications
School	High school girl	<p>Thanks her teacher for corrections.</p> <p>Realizes that if she is clever, the cleverness is a gift of God.</p> <p>Does not brag about high marks received.</p> <p>Does not praise herself.</p> <p>Asks pardon of the teacher if she has done something wrong.</p> <p>Does not boast when she has been praised.</p> <p>Does work that others dislike to do.</p> <p>Does not talk about it when praised by the teacher.</p> <p>Does not brag of home, car, etc.</p> <p>Does not monopolize conversation.</p> <p>Is happy to praise others and to hear them praised.</p> <p>Does not hesitate to help in keeping the classroom orderly.</p> <p>Does not brag about the fact that she does not have to do housework at home.</p>
Playground	Intermediate boy or girl	<p>Does not argue, but plays the games the others like.</p> <p>Does his share of work on the merry-go-round.</p> <p>Does not brag about the things he can do.</p>
	Seventh and eighth grade boy or girl	<p>Does not brag of the fact that he is the best player.</p> <p>Walks with a poor child on a hike.</p>
	High school girl	<p>Knows how to be a good loser.</p> <p>Does not try to defend herself for something she has done.</p> <p>Gives others a chance at a certain thing first.</p> <p>Does not argue over scores.</p> <p>Does not boast about her team.</p> <p>Helps an enemy who has been hurt.</p>
Street	Primary boy or girl	<p>Does not laugh and talk in such a way that others on the street notice him.</p> <p>Is not ashamed to carry bundles.</p> <p>Steps aside for others.</p>
	Intermediate boy or girl	<p>Gives help to those in need.</p> <p>Speaks kindly to everyone who speaks to him.</p> <p>Is not ashamed to play with poor children.</p>
	Seventh and eighth grade boy or girl	<p>Does not think himself better than the poor people he passes on the street.</p>

## VIRTUE APPLICATIONS FOR HUMILITY

Situation	School Group	Applications
Street	High school girl	<p>Walks with one whom she knows is not of the same social group as she is.</p> <p>Does not look down on one who is poor or more ignorant than she is.</p> <p>Speaks kindly to an old acquaintance no matter who she is.</p> <p>Is not haughty.</p> <p>Speaks as kindly to the poor as to others.</p> <p>Is not ashamed to render a service to one in need.</p> <p>Does not try to attract the attention of others.</p>
Church	Primary boy or girl	<p>Does not go to church to show off new things.</p> <p>Lets others sit on the outside of the pew.</p>
	Intermediate boy or girl	<p>Allows others to go to Holy Communion before him.</p> <p>Does not show off.</p> <p>Does not think that because he goes to church oftener than anyone else, that he is better.</p> <p>Does not try to hide his sins in going to confession, but tells them just as they are.</p>
	Seventh and eighth grade boy or girl	<p>Does not allow others to see that he is putting more money into the basket than they are.</p> <p>Knows that he is not any better than anyone else.</p> <p>Thinks about his sins.</p> <p>Prays God to make him humble.</p>
	High school girl	<p>Goes to confession and tells her sins just as they are.</p> <p>Is willing to be confirmed with a class of small children.</p> <p>Thinks about her sins.</p> <p>Waits her turn to go to confession.</p> <p>Steps aside quietly at the communion rail for someone who is pushing her way through as though she thought she had more right to go first.</p> <p>Moves into the pew when a younger girl is entering after her.</p> <p>Is not ashamed to go to the front of the church if she happens to be late.</p> <p>Does not go to church to show off her new clothes.</p>

## VIRTUE APPLICATIONS FOR HUMILITY

Situation	School Group	Applications
Church	High school girl	<p>Dresses modestly in regard to color and style.</p> <p>Assists one in need.</p> <p>Is quiet in manner on entering and leaving.</p> <p>Prays for the virtue of humility.</p>
Homes of others	Primary boy or girl	<p>Waits his turn to be served at a party.</p> <p>Does not talk about the toys he has at home.</p> <p>Leaves the biggest piece of cake, etc., for others.</p> <p>Does not try to get ahead of others.</p>
	Seventh and eighth grade boy or girl	<p>Does not brag about home or clothes.</p> <p>Does not brag about the things he can do.</p>
	High school girl	<p>Does not talk about herself.</p> <p>Changes the conversation when she is being talked about or praised.</p> <p>Does not pretend to notice it when someone interrupts her in speaking, but listens to what they have to say immediately.</p> <p>Does not praise herself or the members of her family.</p> <p>Does not boast of the furniture of her home.</p> <p>Does not expect to receive attention before others.</p> <p>Is considerate of others and forgetful of self.</p>
Street car, bus, or train	Primary boy or girl	<p>Does not make fun of anyone.</p> <p>Gives seat to older person or cripples.</p>
	Seventh or eighth grade boy or girl	<p>Gives his seat to one who seems tired.</p> <p>Steps aside pleasantly for one who wishes to pass.</p>
	High school girl	<p>Does not change her place just because the one next to her seems uncouth.</p> <p>Speaks quietly.</p> <p>Gives seat to one who is standing.</p>
Stores	Primary boy or girl	<p>Waits his turn.</p> <p>Picks up an article that someone has dropped.</p> <p>Steps aside for someone in a hurry.</p>

## VIRTUE APPLICATIONS FOR HUMILITY

Situation	School Group	Applications
Stores	High school girl	<p>Is not ashamed to be economical in buying.</p> <p>Does not crave what she cannot have.</p> <p>Does not think herself better than the clerk.</p> <p>Does not look down on people who work for a living.</p> <p>Is not demanding in her manner.</p> <p>Expresses gratitude for services received.</p>

## VIRTUE APPLICATIONS FOR MEKKNESS

Situation	School Group	Applications
Home	Primary boy or girl	<p>Does not get mean when big brother teases.</p> <p>Does not fight with his big brother because he hit his sore thumb.</p> <p>Does not get angry if his little brother takes his toys.</p> <p>Does not say mean things when someone breaks down what he was building.</p> <p>Does not say anything when the piece of cake he was to have after school is taken by another member of the family.</p> <p>Does not say anything when someone takes what belongs to him.</p> <p>Does not grumble when told to do something.</p> <p>Does not quarrel with brothers and sisters no matter how mean they seem.</p>
	Intermediate boy or girl	<p>Does not get angry when brother happens to tear his homework.</p> <p>Does not get angry when brother touches his violin.</p> <p>Does not pretend to notice it when brother gets a bigger piece of cake than he.</p> <p>Does not get angry if brother loses his ball.</p> <p>Does not get angry when his sister tears his drawing.</p> <p>Does not get angry when another member of the family receives a gift and he receives none.</p> <p>Does not get angry when he has to do chores when he had planned to play.</p> <p>Does not get angry when his brother throws a pillow at him.</p> <p>Does not get mean when his brothers mock him.</p> <p>Does not pout when told to do something he does not like to do.</p> <p>Does not call names back to the brother who called him names.</p> <p>Does not complain if younger brothers and sisters are in the way.</p> <p>Does not show impatience when there aren't any cookies to eat after school.</p> <p>Permits his sister to play with his things without saying unkind things.</p> <p>Does not cry or pout when corrected.</p>
	Seventh and eighth grade boy or girl	<p>Does not complain when older brothers and sisters refuse to let her go out with them.</p> <p>Does not answer back when scolded by parents, even if not in the wrong.</p>



## VIRTUE APPLICATIONS FOR MECKNESS

Situation	School Group	Applications
Home	Seventh and eighth grade boy or girl	<p>Does not get angry at father for teasing.  Forgives the brother who kicked him.  Does not show meanness when baby brother scribbles on his assignment.  Avoids quarreling with brother or sister although they have taken his things.</p>
	High school girl	<p>Does not lose temper when wrongly accused.  Does not make the people around her suffer when she is disappointed.  Does not complain when her friends are slow in keeping appointments.  Does not grumble when she is told to do the dishes after dinner when she did not expect to do them.  Does not complain when she has to do her sister's part of a given duty.  Does not get angry when others tease her.  Does not raise her voice when others do not agree with her point of view.  Does not grumble but tries to forget when someone breaks something of hers.</p>
School	Primary boy or girl	<p>Does not show displeasure when someone steps on his foot.  Does not get angry when another knocks against him.  Does not fight with one who spills his milk.  Does not cry when hurt.  Does not get mean when some one pushes ahead of him.  Does not get angry at the one who used his things without permission.  Smiles at the teacher at dismissal when the teacher has had to correct him during the day.</p>
	Intermediate boy or girl	<p>Does not push back the one who pushed him.  Does not take another boy's pencil because he took his.  Is not mean to the one who accidentally pushed his arm when writing.  Does not kick back the girl who kicked him.  Does not get angry at the boy who refuses to let him use his book.  Does not get cross at the one who tattled.  Does not get angry at the one who took his pencil.  Does not pout when he makes a mistake and others laugh at him.</p>

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	<p>Keeps on trying even though what he is doing seems very hard.</p> <p>Does not get indignant at the boy who watches him when he recites.</p> <p>Does not get angry when someone laughs at his drawing.</p> <p>Does not complain when asked to perform a certain duty.</p>
	High school girl	<p>Allows others to talk first.</p> <p>Does not give snappy answers to anyone.</p>
Playground	Primary boy or girl	<p>Does not hit back when hit.</p> <p>Does not get angry with the one who runs away with his ball.</p> <p>Does not get mean with the one who broke his balloon.</p> <p>Does not pout or get angry when another cheats.</p> <p>Does not cry when he is hurt.</p> <p>Does not get mean when he is not asked to play.</p>
	Intermediate boy or girl	<p>Does not get mean when others tease.</p> <p>Does not grumble if all the slides are taken.</p> <p>Is a good sport when he is hit with a football.</p> <p>Does not get angry when cheated in a game.</p> <p>Does not get angry when someone puts ashes on his toboggan slide.</p>
	Seventh and eighth grade boy or girl	<p>Yields without complaining to the decision of the referee.</p> <p>Does not get angry when someone takes his opportunity.</p> <p>Remains quiet when the other boys want to stop playing and he is not ready to stop.</p> <p>Does not get indignant when someone takes the swing and it is his turn.</p>
Street	Intermediate boy or girl	<p>Does not hit back the fellow who hit him.</p> <p>Does not get angry with the person who stole a ride on his bicycle.</p> <p>Does not get angry when a car passes and splashes him.</p>

## VIRTUE APPLICATIONS FOR MEEKNESS

Situation	School Group	Applications
Street	Seventh and eighth grade boy or girl	<p>Says nothing to the one who poked him with an umbrella.</p> <p>Steps quietly out of the way if several persons block the whole sidewalk.</p> <p>Does not lose patience if someone breaks something fragile he is carrying.</p>
	High school girl	<p>Does not push in a crowd.</p> <p>Does not get indignant at one who bumped against her.</p> <p>Tries to remain calm when annoyed.</p>
Church	Primary boy or girl	<p>Does not push in a crowded pew.</p> <p>Does not look at the person who rattles a rosary.</p> <p>Does not say anything when someone takes his seat.</p> <p>Does not say anything to the one who knocked his prayer book on the floor.</p> <p>Does not say anything to the one who did not move over in the pew to make room for others.</p>
	Intermediate boy or girl	<p>Does not kick back the boy who kicked him.</p> <p>Does not grumble when it is necessary to stand outside and wait for the earlier Mass to end.</p> <p>Does not say anything when others push ahead of him.</p>
	Seventh and eighth grade boy or girl	<p>Keeps calm when another takes the place he was trying hard to get.</p> <p>Does not get angry at the one who kneels too close to him and he does not have much room.</p> <p>Does not get angry at the one who took his prayer book by mistake.</p>
	High school girl	<p>Tries not to notice it when someone invites her friends to ride home from church and does not invite her.</p> <p>Does not pretend to notice it when strangers are occupying the pew of her family.</p>

Situation	School Group	Applications
Homes of others	Primary boy or girl	<p>Does not cry when he does not get a prize at the party.</p> <p>Does not pout when the boys will not play the games he likes.</p> <p>Does not act mean to the one who has not invited him to a party.</p> <p>Does not pout when someone wants what he is playing with.</p> <p>Does not let anyone know when another takes the place he wanted.</p>
	Intermediate boy or girl	<p>Does not get angry in playing a game.</p> <p>Smiles when others tease him.</p> <p>Does not get angry if he can not do all the things he would like to do.</p> <p>Is not mean with the other fellows if they play games he does not like.</p>
	Seventh and eighth grade boy or girl	<p>Does not get cross if his friend's mother tells him to mind the baby.</p> <p>Does not say anything when someone says he does not like his coat.</p> <p>Does not show impatience if he is placed at the table next to someone he does not like.</p>
Street car, bus or train	Primary boy or girl	<p>Does not cry when he has to stand.</p> <p>Does not let anyone know that he does not like to stand.</p> <p>Steps aside quietly for someone who gave him a mean push.</p> <p>Does not push in a crowd.</p> <p>Does not get mean when he is hurt.</p>
	Intermediate boy or girl	<p>Does not complain when it is necessary to ask for a transfer two or three times.</p> <p>Does not complain when almost shoved out of his seat.</p> <p>Does not show impatience when he has to sit next to one on the bus who is very dirty.</p> <p>Does not get angry when he misses the car he was running for.</p>

Situation	School Group	Applications
Street car bus or train	Seventh and eighth grade boy or girl	Does not get angry when someone slips into the seat he was about to take.
	High school girl	Does not say anything to the one who asks her to move over in a haughty way. Does not push others. Pretends not to notice those who push her.
Stores	Primary boy or girl	Does not pout if she does not like the dress mother is buying her . Does not pout if Mother does not buy him the cakes he wants. Does not get mean if he cannot have what he'd like to have.
	Intermediate boy or girl	Does not complain when the clerk waits on someone else. Says nothing to the boy who pushed ahead of him when he was in a hurry. Does not complain when he has been given the wrong article and mother makes him return it.
	Seventh and eighth grade boy or girl	Does not get angry if someone ahead of him takes a long time in buying. Keeps calm if the clerk takes a long time to find what he asked for.
Theaters	Primary boy or girl	Does not cry and want Mother to go home if he does not like the picture.
	Intermediate boy or girl	Says nothing to the boy next to him who says, "You don't know anything if you don't like this show". Does not talk back if the usher tells him he must leave because of the noise he is making.
	Seventh and eighth grade boy or girl	Does not show any sign of impatience if a baby cries or is talking. Does not show impatience if someone sings or hums.

Situation	School Group	Applications
Theatres	High school girl	Tries not to be disturbed when others pass in front of her. Remains calm if she must stand for a long time before movie opens. Does not complain if she has failed to obtain a good seat.

Situation	School Group	Applications
Home	Primary boy or girl	<p>Goes to bed without complaining.</p> <p>Takes care of little sister when he would rather do something else.</p> <p>Waits until mother says he may go out.</p> <p>Does not sit down at the table until he is told dinner is ready.</p> <p>Does not cry when mother says it is too cold to go out.</p> <p>Does not cry when someone breaks a toy, but says, "That's all right, you never meant to do it any way."</p> <p>Is kind to his little visitors when they forget themselves and hurt him or his toys.</p> <p>Reads his lessons for his mother when she asks him to do it.</p> <p>Does not cry when his tooth aches.</p> <p>Helps his mother when she asks him to do it, and when he would rather play.</p> <p>Waits his turn to be served at the table.</p> <p>Does not leave his place until he is excused.</p> <p>Does not cry when he is teased.</p> <p>Goes to the store when he would rather play.</p> <p>Does not ask mother to go out when she says it is too wet.</p> <p>Does not ask mother questions when she says she is too busy to answer him.</p>
	Intermediate boy or girl	<p>Does not get angry when his brother takes too big a bite from his apple.</p> <p>Gives the book he is reading to his sister because she has asked for it.</p> <p>Does not get mad at little things that seem to trouble him.</p> <p>Waits for his older sister to get ready for school.</p> <p>Does not complain when asked to run errands.</p> <p>Waits his turn to go to the bathroom.</p> <p>Is not crabby when a button comes off his blouse.</p> <p>Does not complain when he cannot find his books or hat.</p> <p>Does not make a fuss when dinner is not ready on time, and he would like to go early to play.</p> <p>Reads to his little sister without complaining.</p> <p>Comes right away when mother calls him.</p> <p>Waits quietly for the rest of the family to get ready when he is going out with them.</p> <p>Does not grumble when he is not in time for lunch.</p> <p>Waits without fretting for his mother when she is called to the telephone and he is waiting to find out what she wants at the store.</p> <p>Waits for supper quietly even though he is very hungry.</p> <p>Shovels snow while it still keeps snowing.</p> <p>Waits without grumbling for his football to dry out.</p> <p>Helps to look for something that is lost.</p> <p>Does not get cross when others annoy him.</p> <p>Does not grumble when he is served last at the table.</p>

## VIRTUE APPLICATIONS FOR PATIENCE

Situation	School Group	Applications
Home	Seventh and eighth grade boy or girl	<p>Does not become crabby when troubled by little sister.</p> <p>Does not run away from the baby the minute it starts to cry.</p> <p>Does not cross the kitchen floor while it is still wet, even though he is very thirsty and wants to get a drink.</p> <p>Does not become irritated because some toy will not work.</p> <p>Does not complain when mother takes a long time to decide what she wants at the store.</p> <p>Waits patiently for his friends to keep their appointments.</p> <p>Picks up the papers his little brother has dropped on the floor just after he had made order in the room.</p> <p>Does not complain when his little brother or sister makes a mistake.</p> <p>Is kind in waiting for her mother to finish talking at the telephone.</p> <p>Is very kind to his small brothers and sisters.</p> <p>Does not become cross when she finds a hole in her stocking.</p> <p>Is not crabby when he is troubled with a bad cold.</p> <p>Says his morning and night prayers from beginning to end no matter how great the hurry.</p>
	High school girl	<p>Does not show annoyance or irritation in waiting.</p> <p>Is kind in helping little brother or sister.</p> <p>Does not complain when her supper or dinner is late.</p> <p>Does not grumble if the radio program does not suit her.</p> <p>Meets unpleasant things cheerfully.</p> <p>Waits to ask mother's help until she is finished doing the work she is engaged in.</p> <p>Is not provoked when someone disturbs her while she is reading.</p> <p>Waits quietly her turn while food is being passed.</p> <p>Does not complain if someone begins to eat after she has washed the dishes.</p> <p>Takes quietly criticisms from younger members of the family.</p> <p>Is not bored or cross if someone detains her when she is ready to go out.</p> <p>Is kind and thoughtful to a sick member of the family.</p> <p>Does not complain when someone knocks against her pet fern.</p> <p>Is attentive when she must listen to an uninteresting conversation.</p> <p>Is courteous when she is interrupted while reading, writing, or studying.</p> <p>Is courteous to an abrupt telephone operator.</p> <p>Does not show irritation when she can not get the telephone number desired.</p> <p>Does not show annoyance when disturbed while studying.</p>



Situation	School Group .	Applications
Home	High school girl	<p>Answers immediately the call of another while reading.</p> <p>Gets up cheerfully in the morning to assist another when she would rather sleep.</p> <p>Does not loose self-control when she spills ink on a finished theme.</p> <p>Does not complain when older members of the family are given privileges.</p>
School	Primary boy or girl	<p>Puts away coloring book when told to do so.</p> <p>Waits until Sister says to commence to write.</p> <p>Does not push ahead to get the best place for story time.</p> <p>Picks up the paper when he would rather run past it.</p> <p>Sits quietly while the teacher is talking.</p> <p>Does not tell the answer to the pupil who is reciting.</p>
	Intermediate boy or girl	<p>Says nothing when another spills his ink.</p> <p>Does not get angry when the teacher blames him for talking even though he was not talking.</p> <p>Does not get angry when the pupil passing him bumps him.</p> <p>Says nothing when someone throws his hat on the floor.</p> <p>Waits until he is called upon to recite.</p> <p>Does not look out of the window when it is snowing.</p> <p>Keeps at tasks until they are finished.</p> <p>Is kind in helping someone who is slow in their work.</p> <p>Does not say anything when someone takes his place.</p> <p>Waits until he is called upon when he is anxious to recite.</p> <p>Does not get cross when someone next to him bumps his arm while writing.</p> <p>Does not push ahead of the others to hang up his wraps first.</p> <p>Does not try to be the first to leave the room.</p> <p>Waits quietly and industriously after finishing his work for the next class to begin.</p> <p>Does not complain when he is asked to recite.</p> <p>Does not worry when he can't get his work done as quickly as the others.</p> <p>Waits his turn to use the reference books.</p> <p>Waits his turn at the library.</p> <p>Waits quietly for the principal.</p> <p>Does not grumble when the pen does not write and he has not another.</p> <p>Waits until recess to talk.</p> <p>Waits his turn to look at the pictures the teacher has on her desk.</p> <p>Does not push others in line when they push him.</p> <p>Keeps on looking for the answers in the guide book even though the answers are hard to find.</p>

## VIRTUE APPLICATIONS FOR PATIENCE

Situation	School Group	Applications
School	Seventh and eighth grade boy or girl	<p>Does not complain when the pencil breaks.</p> <p>Does not complain when she can't get her lessons well.</p> <p>Waits quietly for the teacher to begin the interesting story that she has not finished.</p> <p>Waits his turn at the reference table.</p> <p>Works at an assignment until it is finished.</p> <p>Does not complain when he is told to rewrite a paper.</p> <p>Does not ask to leave the room as soon as he is a little thirsty.</p> <p>Listens carefully to lectures that seem uninteresting.</p>
	High school girl	<p>Does not push in the cafeteria.</p> <p>Goes quietly through the corridors.</p> <p>Tries to study although she'd much prefer to be out of doors.</p> <p>Excuses readily one who brushes past her.</p> <p>Keeps in line when she prefers to go faster.</p> <p>Waits until the one reciting is finished before making any criticisms.</p> <p>Is not irritated when it takes a long time for class to begin.</p> <p>Does not grumble when someone pushes her arm while she is writing.</p> <p>Is respectful when the teacher makes what seems an unjust assignment.</p> <p>Is gracious when someone returns to open a desk after a forgotten article.</p> <p>Does not show irritation when called upon for an unprepared lesson.</p> <p>Remains quiet when she discovers she has studied the wrong lesson.</p> <p>Waits in line to sharpen a pencil.</p> <p>Does not show annoyance when she breaks her pencil.</p> <p>Is kind in helping a slow class-mate.</p> <p>Remains quiet when an injustice is done to her.</p> <p>Does not show annoyance if her friends can not wait for her after school.</p> <p>Picks up, without complaining, the paper that is left on her desk.</p> <p>Is not rude with the person in front of her, if she is not walking fast enough.</p>
Playground	Primary boy or girl	<p>Is not mean when someone takes her swing.</p> <p>Does not get cross when the person on the slide behind him kicks him by mistake.</p> <p>Stands in line, without pushing, after the bell has rung.</p> <p>Walks quietly to ranks after the bell has rung.</p> <p>Waits until a boy gets off the merry-go-round.</p> <p>Waits his turn to get on the slide.</p> <p>Does not get cross when he fumbles the ball.</p> <p>Does not get cross with the fellow who cheats, but asks him to play fair.</p>

## VIRTUE APPLICATIONS FOR PATIENCE

Situation	School Group	Applications
Playground	Intermediate boy or girl	<p>Does not get angry if he cannot have the swing he wishes.</p> <p>Does not get angry when he has to wait to play on the merry-go-round.</p> <p>Does not get angry when someone gets in his way.</p> <p>Is not mean to the boy who tripped him.</p> <p>Waits his turn in exciting games.</p> <p>Does not fret when he has to wait for players.</p> <p>Waits quietly in line for another turn even though it seems a long time.</p> <p>Is not angry when he is not chosen leader.</p> <p>Waits his turn at the water fountain.</p> <p>Does not hurt the smaller children who seem to be in his way.</p> <p>Does not grumble when the ball rolls into the mud.</p> <p>Does not grumble when he misses his turn by mistake.</p> <p>Waits quietly for the game to begin even when there seems to be enough children already to play.</p> <p>Does not get cross at the ball game even though someone stands in front of him.</p> <p>Does not grumble when sand gets into his eyes.</p> <p>Says nothing when another will not start the maypole.</p> <p>Plays the games the other fellows like best even though he does not like them.</p> <p>Waits his turn in all games.</p>
	Seventh and eighth grade boy or girl	<p>Is very kind to smaller children.</p> <p>Plays the games the other fellows like best.</p>
	High school girl	<p>Waits quietly for the gymnasium teacher when she is late.</p> <p>Does not push ahead of others for a front seat.</p> <p>Waits her turn for a shower.</p> <p>Waits until the class is over to leave the gymnasium.</p> <p>Is not crabby when her team loses.</p> <p>Takes the position on the floor that she may not like, when necessary.</p> <p>Waits her turn for a certain apparatus.</p> <p>Does not give up because she cannot understand a certain game.</p> <p>Waits for the ball, without becoming irritated.</p> <p>Is kind to those who are slow.</p>
Street	Primary boy or girl	<p>Does not disobey the police-boy or policeman.</p> <p>Waits for the signal to go.</p> <p>Does not run across the street until the green light shows.</p>
	Intermediate boy or girl	<p>Does not say mean things when a boy steps on his toe while waiting for the car.</p> <p>Is not provoked when his new wagon gets dirty.</p> <p>Does not say mean things when he falls on the icy sidewalk.</p>

## VIRTUE APPLICATIONS FOR PATIENCE

Situation	School Group	Applications
Street	Intermediate boy or girl	<p>Waits for his mother while she looks in shop windows.  Never frets a bit if others bump him in a crowd.  Does not get cross and push in a crowd.  Takes time to answer all the questions that might be asked of him.  Waits quietly to cross the street, especially when in a hurry.  Does not hit back the boy who hit him by mistake.  Does not fret when he falls and the fellows laugh at him.  Waits to cross the street until the machines have passed.  Does not talk back to people who send him away from playing in front of their house.  Does not go into the street for a ball while the cars are running by.</p>
	Seventh and eighth grade boy or girl	<p>Does not cross until the light changes.  Does not show temper with a new driver.  Does not complain when he has to wait for a long time to pass.  Excuses immediately the person who bumped into him.  Does not cross the street in the middle of the block but goes to the corner.</p>
	High school girl	<p>Does not grumble if traffic is slow when she is in a hurry.  Waits quietly if a funeral or parade is passing.  Does not cross the street before the policeman blows his whistle or the light changes.  Excuses those who bump into her.  Does not show temper if a passing vehicle splashes her.  Does not push in crowds.  Is not cross during snowball season.</p>
Church	Primary boy or girl	<p>Does not look around when someone rattles a Rosary.  Does not push when the crowd is leaving.  Does not cause trouble when he drops his money.  Does not look around while the priest is talking.  Does not start a fight when someone sits on his cap.</p>
	Intermediate boy or girl	<p>Does not look around to watch the baby who is crying.  Sits quietly, while he is waiting for the priest to come out.  Waits until after Mass to get his prayer book back from the boy who borrowed it.  Does not get indignant at the person who is praying almost out loud.  Does not wish for the services to end when they seem very long.  Stands quietly when the reading of the Gospel is long.</p>

## VIRTUE APPLICATIONS FOR PATIENCE

Situation	School Group	Applications
Church	Intermediate boy or girl	<p>Sits quietly even though the church may be too hot to be comfortable.</p> <p>Waits quietly for the second Mass when he was late for the first one.</p> <p>Does not rush out.</p> <p>Waits quietly for his turn to go to confession.</p> <p>Does not allow others to see that he is annoyed by their coughing, etc.</p> <p>Walks quietly, without pushing, to the communion rail.</p> <p>Listens to the sermon, even though he can not hear every word.</p> <p>Does not grumble when another steps on his heel.</p> <p>Does not grumble when the priest is slow.</p>
	Seventh and eighth grade boy or girl	<p>Does not say anything when someone takes the pew of his choice.</p>
	High school girl	<p>Does not speak about it if the person ahead of her takes a long time to go to confession.</p> <p>Does not become irritated if the priest is slow while praying.</p> <p>Waits to go to confession, even though there is a crowd.</p> <p>Waits quietly her turn in line to go to confession.</p> <p>Is quiet and attentive during a long sermon.</p> <p>Permits an older person to go to confession ahead of her, if possible.</p> <p>Does not grumble if she has to stand during Mass.</p> <p>Waits until Mass is over to leave.</p> <p>Takes time for a visit even though she would like very much to do something else.</p> <p>Is not cross when another disturbs her.</p> <p>Tries to keep her mind on the services.</p> <p>Is not irritated when someone says her prayers in a loud whisper.</p> <p>Does not show haughtiness when people crowd into the pew.</p> <p>Does not show irritation when strangers are in the family pew.</p> <p>Does not look about to see who is making a noise.</p> <p>Tries not to notice it when a baby cries during an interesting sermon.</p> <p>Does not complain of the choir.</p>
Homes of others	Primary boy or girl	<p>Does not notice it when the little boy whom he is visiting will not let him play with his trains.</p> <p>Does not get cross when the boy he is visiting is not generous with his toys.</p> <p>Does not get mad when he can't be the father in playing house.</p> <p>Does not say, "I'll go home right away, if you don't allow me to have the part I want."</p>

Situation	School Group	Applications
Homes of others	Intermediate boy or girl	<p>Does not beg his mother to go home before she is ready.</p> <p>Answers all questions, even though they seem boresome.</p> <p>Does not get angry when he seems to be slighted at the party.</p> <p>Does not speak while others are talking.</p> <p>Says nothing when friends tease him.</p>
	Seventh and eighth grade boy or girl	<p>Does not enter until someone answers the bell.</p> <p>Is not cross when his friend plays unfairly.</p> <p>Sits quietly while waiting in the Dentist's or Doctor's office.</p>
	High school girl	<p>Tries not to mind it when others tease her about her favorite friend.</p> <p>Is courteous if her friend's mother delays her.</p> <p>Does not complain if her friend is delayed because of the dishes.</p> <p>Does not show annoyance if her friend's sister insists on singing to her.</p> <p>Does not complain when asked to play on a piano that is broken or out of tune.</p> <p>Does not show annoyance when her friend's brothers or sisters listen in on conversations.</p> <p>Does not show that she is annoyed when someone speaks a foreign language before her.</p> <p>Listens attentively to uninteresting conversation.</p> <p>Waits for something to be passed at the table.</p> <p>Waits until the family is called to the dining room, and does not say, "when are we going to eat."</p> <p>Waits quietly for a friend who takes a long time to come down to meet her.</p> <p>Does not show her friends that she is in a hurry.</p>
Street car, bus, or train	Primary boy or girl	<p>Does not eat candy when mother says not to do it.</p> <p>Does not push when leaving or getting on.</p> <p>Does not say anything but smiles when mother makes him give his seat to another.</p> <p>Does not cry when someone steps on his toes.</p> <p>Does not run in to get the only empty seat.</p>
	Intermediate boy or girl	<p>Says nothing when another steps in front of him.</p> <p>Takes another seat when someone else has taken the one of his choice.</p> <p>Says nothing when his little sister takes the seat next to the window when he would like to have it.</p> <p>Does not complain if the car stops at every corner.</p> <p>Does not complain when he is pushed about in the car.</p> <p>Waits until the next car comes if the car is too crowded and he has the time to wait.</p> <p>Picks up carfare quietly when he happens to drop it.</p> <p>Does not get cross when the car suddenly jerks and he is pushed and shoved.</p> <p>Does not complain when the conductor fails to have the car stop at the place designated.</p>

Situation	School Group	Applications
Street car, bus, or train	Seventh and eighth grade boy or girl	<p>Does not grumble when he misses a train or a bus and has to wait some time for the next one.</p> <p>Does not complain when traffic is stopped by an accident in front of his car.</p>
	High school girl	<p>Does not push when getting on or off.</p> <p>Does not complain about those who do push.</p> <p>Waits for a seat without grumbling.</p> <p>Does not complain if she must stand.</p> <p>Does not show irritation at one who is occupying two seats.</p> <p>Does not show annoyance at the uncouthness of others.</p> <p>Does not notice the cranky conductor.</p> <p>Does not pretend to notice it when another reads over her shoulder.</p> <p>Does not pretend to notice it when the one next to her brushes her with his paper.</p>
Stores	Primary boy or girl	<p>Does not beg for cookies when Mother says she will not buy them.</p> <p>Waits his turn and does not try to get ahead of the others.</p> <p>Waits quietly until Mother has given her order.</p> <p>Does not push ahead of others to be waited on first.</p>
	Intermediate boy or girl	<p>Waits patiently for the store to open.</p> <p>Does not get angry when the saleslady talks to a friend before opening the store.</p> <p>Waits quietly for his packages to be wrapped.</p> <p>Does not answer back when the clerk seems cross.</p> <p>Does not push ahead of the others.</p> <p>Says nothing, although the person serving her seems slow and annoying.</p> <p>Is not cross when someone else is waited on in his turn.</p> <p>Does not complain when Mother has a big order to give, but waits by quietly.</p> <p>Does not beg Mother to buy things that she does not care to buy.</p>
	Seventh and eighth grade boy or girl	<p>Is not cross when the clerk misunderstands him.</p> <p>Waits his turn to get to a public telephone.</p>
	High school girl	<p>Waits her turn.</p> <p>Does not complain when service is slow.</p> <p>Is courteous to an irritable saleslady.</p> <p>Does not grumble when she is bumped against by a revolving door.</p> <p>Waits quietly for a slow elevator.</p> <p>Waits her turn for change.</p> <p>Is not irritated by the one standing in front of her.</p>

Situation	School Group	Applications	6
Movies	Primary boy or girl	<p>Does not ask for more candy when mother says he has had enough.</p> <p>Does not push the arm of the person next to him off the arm rest.</p> <p>Sits quietly while waiting for the curtain to go up.</p> <p>Does not cry when the back of his seat is kicked.</p> <p>Does not yell at the boy who stands during the show.</p> <p>Does not cry out, "keep still" to the boy who is talking out loud.</p>	
	Intermediate boy or girl	<p>Says nothing, even though the person in front is moving back and forth.</p> <p>Is not cross even though the show is not what he expected.</p> <p>Says nothing even though the person in front of him stands up to go out and he cannot see.</p> <p>Takes another seat and says nothing when another takes the seat of his choice.</p> <p>Waits his turn for tickets.</p> <p>Says nothing when the usher gives him a seat he did not want.</p> <p>Does not shout, whistle or clap his hands if the picture machine fails to work.</p> <p>Walks out quietly, without pushing, even though the crowd is slow.</p> <p>Complies with the usher's command to move over.</p>	
	High school girl	<p>Does not disturb others when she does not like the picture.</p> <p>Does not show irritation at the tall person in front of her.</p> <p>Waits, without pushing, in crowds.</p> <p>Will not be annoyed at the person next to her.</p> <p>Does not show irritation when the picture is interrupted.</p> <p>Does not complain of the advertisements on the screen.</p> <p>Does not allow herself to be annoyed by the orchestra numbers she does not like.</p> <p>Does not complain of those who chew gum, crack peanuts, or who kick the back of her seat.</p> <p>Does not show annoyance when those next to her talk.</p>	



## VIRTUE APPLICATIONS FOR FIDELITY IN LITTLE THINGS

Situation	School Group	Applications
Home	Primary boy or girl	<p>Says grace before and after meals.  Hangs hat and coat up as told to do so.  Does not throw things around on chairs or floors.  Says morning and night prayers.  Puts books in proper places.  Puts toys back in their box and does not leave them on the floor.  Takes care of the baby just as mother says.  Says and kisses mother goodby.  Tells mother if a cup has been broken.  Dusts the chairs just the way mother said to do it.  Says "yes mother," and "yes, daddy," "no mother" and "no daddy," when answering.  Brushes teeth every morning and evening.  Does not slam the door closed.  Cleans shoes on entering the house.  Washes hands before going to the table.</p>
	Intermediate boy or girl	<p>Does duties at home without being reminded.  Does not answer back ever.  Does not complain when asked to do something.  Does home work promptly.  Practices music without being told.  Helps especially when someone is sick.  Does not tell lies, no matter how small they seem.</p>
	Seventh and eighth grade boy or girl	<p>Goes to bed at the time appointed.  Beats the rugs on Saturday as told.  Puts things back in proper places.  Cleans the basement as told.  Goes home at the time told.  Does the dishes without being told each time.</p>
	High school girl	<p>Cleans shoes before entering house.  Cleans the bird cage for mother.  Is kind to younger children.  Keeps dresses in order.  Does not tell untruths.  Keeps her wardrobe mended.  Hangs up wraps on entering the house.  Closes doors gently.  Performs exactly the duties assigned to her.</p>

## VIRTUE APPLICATIONS FOR FIDELITY IN LITTLE THINGS

Situation	School Group	Applications
School	Primary boy or girl	<p>Does just what Sister says.  Says yes and no politely.  Is on time every day.  Does not turn around.  Does not talk when quiet is supposed to be.  Keeps desk clean; does not mark it with pencil or chalk.  Goes clean to school.  Does not mark books.  Does not throw papers around the class room.  Removes cap on entering building.  Keeps in rank.  Has pencil sharpened before school.  Keeps a straight line in ranks.  Does not tear books.</p>
	Intermediate boy or girl	<p>Does not cheat.  Does not interrupt when others are speaking.  Does not talk without permission.  Steps aside for an older person.  Does not answer back.  Wears a tie always.</p>
	Seventh and eighth grade boy or girl	<p>Does not talk unnecessarily.  Does not disturb others.  Changes book coverings as soon as soiled.  Wears uniform just as it is supposed to be.</p>
	High school girl	<p>Stands correctly.  Does not overlook the smallest assignment.  Is loyal to her school at all times.  Listens to the teacher attentively.  Does not copy.  Is quiet in corridors.  Greets those she passes in halls.  Prevents unkind remarks about teachers, pupils, etc.  Does not permit herself to tell the smallest of lies.  Does not permit herself to say the least unkind thing about others.  Changes the conversation if she realizes that it is unbecoming.  Wears uniform faithfully.  Is on time for every class.  Is courteous at all times.</p>

## VIRTUE APPLICATIONS FOR FIDELITY IN LITTLE THINGS

Situation	School Group	Applications
Playground	Primary boy or girl	<p>Is careful not to knock anyone down.  Is careful not to knock anyone off the merry-go-round.  Excuses self when having pushed another.  Is kind to companions.  Forms ranks promptly when bell rings.  Keeps even the smallest rules.</p>
Street	Primary boy or girl	<p>Looks both ways before crossing.  Does not run in front of trucks or cars.  Does not play in streets and alleys.  Does not mark walls.  Does not play with fire.  Does not cross the street in the middle of the block.</p>
	Intermediate boy or girl	<p>Greets friends cheerfully.  Does not spit on sidewalks.</p>
	Seventh and eighth grade boy or girl	<p>Does not stand on street corners.  Obeys stop and go signs.</p>
	High school girl	<p>Greets everyone she meets cheerfully.  Keeps to the right of the sidewalk.  Excuses self if she is jostled against another.  Minds her own business.  Is not loud.</p>
Church	Primary boy or girl	<p>Is on time for Mass.  Never says a single word in church unless absolutely necessary.  Looks at the altar when not reading book.  Listens attentively to the priest.  Puts money given him for the box in the box.  Takes Holy Water when entering.  Uses prayer book.  Moves all the way into the pew so others do not have to climb over him.</p>
	Intermediate boy or girl	<p>Is exactly on time for all services.  Receives Holy Communion often.  Goes to confession at the time appointed for the children.</p>

## VIRTUE APPLICATIONS FOR FIDELITY IN LITTLE THINGS

Situation	School Group	Applications
Church	Seventh and eighth grade boy or girl	<p>Sits, stands and kneels properly.  Goes to the Mass assigned to school children.  Says acts before and after Holy Communion.  Goes to confession on Saturday afternoons.  Takes holy water on entering.  Genuflects devoutly.  Does not push as he leaves.</p>
	High school girl	<p>Makes the sign of the Cross correctly.  Does not permit herself to make the slightest remark unnecessarily.  Is faithful in attending Mass on days other than those of obligation.  Helps an older person to the Communion rail.  Uses the missal faithfully.  Remains until last prayers after Mass.  Keeps eyes on altar when not reading.</p>
Homes of others	Primary boy or girl	<p>Does not make fun of anyone's home.  Does not bring mud in on shoes.  Does not play on the lawn.  Does not throw stones at windows.  Does not take anything that does not belong to him.  Does not handle things without asking.  Does not yell or scream.  Does not jump on the furniture.</p>
	Intermediate boy or girl	<p>Goes home at the hour expected.  Does not stay for meals unless his mother has said that he may.  Does not talk about things he would not speak of if his mother were listening.</p>
	Seventh and eighth grade boy or girl	<p>Takes off cap on entering.  Returns borrowed books promptly.  Thanks for hospitality.</p>
	High school girl	<p>Is courteous to all.  Thanks for hospitality.  Expresses appreciation.  Is helpful.  Does not wear out her welcome.</p>
Street car, bus or train	Primary boy or girl	<p>Does not get on until the car stops.  Does not push in a crowd.  Does not stand on platform.  Offers seat to an older person.  Does not talk loud or scream.</p>

## VIRTUE APPLICATIONS FOR FIDELITY IN LITTLE THINGS

Situation	School Group	Applications
Street car, bus, or train	Seventh and eighth grade boy or girl	Puts handkerchief to mouth when coughing or sneezing.
	High school girl	Gives seat to an older person. Does not shove in a crowd. Does not eat or chew gum. Is kind to others.
Stores	Primary boy or girl	Does not touch anything that does not belong to him. Does not steal the tiniest thing. Is not rude.
Movies	Intermediate boy or girl	Says "please pardon me" when passing in front of another. Keeps feet out of the aisle. Does not annoy other people by kicking the seat in front of him. Does not whistle. Does not read out loud.
	High school girl	Takes hat off. Does not pass over others unnecessarily. Does not go to see pictures that she has heard are improper. Does not beat time with her feet.

## VIRTUE APPLICATIONS FOR DEVOTION TO MARY

Situation	School Group	Applications
Home	Primary boy or girl	Prays to Mary when saying morning and evening prayers. Has a May altar in bedroom. Talks to brothers and sisters about God's Holy Mother. Wears scapular medal.
	Intermediate boy or girl	Says an aspiration when passing in front of Mary's statue. Does kind acts in Mary's honor. Sings hymns in honor of Mary. Says the angelus in Mary's honor. Tries to get others to honor the Blessed Virgin.
	Seventh and eighth grade boy or girl	Teaches little brothers and sisters how to honor the Blessed Virgin. Has Mary's picture in a place worthy of her in the home.
	High school girl	Is modest in dress. Prays to her that she may know God's will. Prays to her particularly in time of trouble. Refrains from a vulgar use of cosmetics to honor Mary. Says the Angelus. Honors her picture. Makes spiritual readings about the Blessed Virgin. Wears scapular medal.
School	Primary boy or girl	Takes pretty flowers to school for the shrine of Mary. Helps erect May altar in honor of the Blessed Virgin.
	Seventh and eighth grade boy or girl	Sings hymns to Mary with devotion.
	High school girl	Tries to say the prayers well in honor of Mary. Posts articles or pictures of Mary on the bulletin boards. Stops daily and notices the readings of Mary on the bulletin boards. Is happy to participate in programs in honor of Mary.
Playground	Primary boy or girl	Stops when the Angelus rings.
	Seventh and eighth grade boy or girl.	Carries rosary. Wears medal.
Street	Intermediate boy or girl	Carries rosary beads in pocket.
	Seventh and eighth grade boy or girl	Prays to Mary when in trouble. Prays to Mary when tempted.

## VIRTUE APPLICATIONS FOR DEVOTION TO MARY

Situation	School Group	Applications
Street	High school girl	Carries rosary at all times on person. Acts as she thinks Mary would have acted.
Church	Primary boy or girl	Makes a short visit to Mary's altar. Makes a visit to Mary's altar after confession. Asks mother to take flowers to Mary's altar on her feast days. Tries to sing well the hymns in Mary's honor.
	Intermediate boy or girl	Pays a visit to Mary's altar on her feast days. Says prayers in her honor. Prays to Mary to know what is the right thing to do.
	Seventh and eighth grade boy or girl	Says the Litany of the Blessed Virgin.
	High school girl	Takes flowers to the church for Mary's altar. Assists at Mass on Saturday. Burns candles at her statue. Goes to Holy Communion on her feasts.
Homes of others	Seventh and eighth grade boy or girl	Is not ashamed to talk of the Blessed Virgin. Suggests to others to attend the devotions of Mary. Gets others to wear the scapular medal.
	High school girl	Gives articles of devotion to Mary as gifts. Notices and admires pictures of Mary. Tells others where they can get beautiful pictures of Mary. Talks of the different Madonna's.

Situation	School Group	Applications
Home	Primary boy or girl	<p>Helps Mother with the dishes.          Helps daddy clean the basement.          Minds baby sister for Mother.          Gets Daddy's slippers when he comes home at night.          Keeps very quiet when baby is asleep.          Goes to the store for Mother.          Gives brother some of his candy.          Does not disturb Daddy when he is resting.          Buys Mother a present.          Opens the garage door for Daddy.          Puts his clothes away.          Does chores for Mother.          Gives Mother some of his candy.          Goes to buy Daddy the paper.          Lets brothers and sisters play with toys.          Lets them read his books.</p>
	Intermediate boy or girl	<p>Takes care of the baby for Mother.          Does little jobs for Mother.          Beats the rugs.          Stays in from play to help Mother.</p>
	Seventh and eighth grade boy or girl	<p>Gives a helping hand to his sister by doing the heavy part of her work.          Invites a friend to stay with him when his parents are away.          Helps clean up after dinner.          Offers candy to other members of the family.          Does not sit down to read but helps mother with dinner.</p>
	High school girl	<p>Helps with housework.          Speaks kindly of persons who do not speak kindly of her.          Does things that she has not been asked to do.          Helps brother and sisters with their chores.          Washes mother's and sisters' stocking.          Puts things in order before retiring.          Helps mother instead of going out.          Goes on errands for her mother willingly.          Stays home at night and lets her parents go out.          Goes to the home of a sick aunt and helps her.          Cleans her closet instead of leaving it for someone else to do.          Tries to do odd jobs before mother does them.          Does the dishes.          Cleans the table.          Carries up the wash from the basement.          Empties the garbage.          Does not ask for a new dress when another member of the family needs it more than she does.</p>



Situation	School Group	Applications
School	Primary boy or girl	<p>Helps a boy put on his rubbers.          Brings flowers to Sister for the Shrine.          Cleans the erasers for Sister.          Gives a pencil to one who lost his.          Shares candy with others.          Shares paper with others.          Lets another go first.          Picks up a coat that was on the floor.</p>
	Intermediate boy or girl	<p>Helps the Propagation of the Faith.          Buys supplies for a poor child.          Brings an extra sandwich or piece of fruit for a poor child.          Gives to the teacher warm clothes for a poor child.          Helps another with something he can not do.          Hangs up wraps for one who can not.          Offers to do services for the teacher.          Picks up papers that are on the floor.</p>
	Seventh and eighth grade boy or girl	<p>Stays after school to help the teacher put things in order.          Saves pennies to help buy suit for an orphan boy.          Renders services to smaller children.</p>
	High school girl	<p>Explains lessons and assignments to those who do not understand them.          Forgives the one who has said something unkind to her.          Shares supplies with others.          Helps one who is carrying many books.          Picks up papers off the floor.          Throws lunch papers in the waste basket.          Aids the teacher generously.          Arranges books, etc.          Contributes to drives.          Shares candy with others.          Renders services cheerfully.          Does her share and even more of all group activities.          Tells another where she can find a reference she wants.</p>
Playground	Primary boy or girl	<p>Gives other children a chance on the slide.          Gives another a turn on the swing.          Lets another child play with his wagon.          Gives another a ride on his bicycle.          Lets other children on swings, etc.          Does not keep the swing too long.          Permits someone else to take a drink first.</p>
	Intermediate boy or girl	<p>Takes little brothers and sisters to the playground and watches them carefully.</p>
	Seventh and eighth grade boy or girl	<p>Gives swing to another.          Lets one who is unpopular to share in games.          Allows a friend to use bicycle.</p>

## VIRTUE APPLICATIONS FOR GENEROSITY

Situation	School Group	Applications
Playground	High school girl	<p>Helps others.  Does not push to get in front.  Allows others to use the apparatus.  Takes defeat cheerfully.  Aids the gymnasium teacher.  Is kind to younger children.</p>
Street	Intermediate boy or girl	<p>Does not push others off the sidewalk.  Helps an old lady across the street.  Carries packages for older persons.  Answers questions cheerfully.  Gives rides on bicycle.</p>
	Seventh and eighth grade boy or girl	<p>Puts a few pennies in the cup of a cripple.  Lets another boy share his coaster.  Buys articles from a poor person.  Shares candy with companions.  Permits another to walk first.</p>
	High school girl	<p>Asks, when she is driving, to pick up a friend who is walking.  Helps feeble people cross.  Does not occupy the whole sidewalk.  Allows others to pass her.  Gives a beggar some of her spending money.  Answers questions for information kindly.</p>
Church	Primary boy or girl	<p>Puts money in the collection box.  Puts money in the poor box.  Prays for everybody in the church.  Puts spending money in the mission box.  Gives place to an older person.  Tells Our Lord he will do the thing God wants him to do.</p>
	Intermediate boy or girl	<p>Gets Daddy to give presents to the church, if he is rich.  Buys flowers for the altar with spending money.  Gives another the seat he likes best.  Makes a visit everyday at playtime.  Gets up early to assist at Mass on weekdays.  Serves the early Mass without grumbling.</p>
	Seventh and eighth grade boy or girl	<p>Takes the place of a sick boy in serving an early Mass.</p>
	High school girl	<p>Moves over in the pew that others will not have to climb over her.  Contributes according to her means to the support of the church.  Prays for others.  Has Masses said for the dead.</p>

## VIRTUE APPLICATIONS FOR GENEROSITY

Situation	School Group	Applications
Church	High school girl	<p>Helps in church activities.          Makes frequent visits.          Assists at week day Mass.          Is a frequent communicant.          Promises to correspond with the graces God gives.</p>
Homes of others	Intermediate boy or girl	<p>Offers to go to the store for one who has no one to send.          Plays games that others like.          Does things that others want to do, if they are not sinful.          Goes to visit a sick friend and takes her a gift.          Lets another have the larger piece of cake when served.          Remembers to give gifts to the poor, especially at Christmas time.</p>
Street car, bus, or train	Primary boy or girl	<p>Gives up seat to an older person.          Picks up a paper or package for someone who has dropped it.          Gives the seat near the window to someone else.</p>
	Intermediate boy or girl	<p>Pays fare for one who has lost purse.          Pays car fare for another.</p>
	Seventh and eighth grade boy or girl	<p>Does not occupy two seats.</p>
	High school girl	<p>Does not put bundles on the seat next to her when others may have to stand.          Gives seat to older person.          Takes a less desirable place.          Has fare or ticket ready.</p>
Stores	Primary boy or girl	<p>Waits turn.          Steps aside to let someone older get waited on first.          Gives some of candy to the one with him.</p>
	Seventh and eighth grade boy or girl	<p>Does not complain of the mistake a waiter made in bringing the wrong order.</p>
	High school girl	<p>Does not ask to see goods that she does not intend to buy.          Calls her floor number in a kind way, when using the elevator.</p>
Movies	Seventh and eighth grade boy or girl	<p>Gives up seat in order to allow two friends to sit together.</p>
	High school girl	<p>Gives the one she is with the best seat.          Does not occupy more than one seat.          Patronizes benefit performances.</p>

## VIRTUE APPLICATIONS FOR GRATITUDE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Thanks mother for making new dress or blouse.</p> <p>Thanks God every day for brothers, sisters and parents.</p> <p>Thanks mother for toys, for new hat or cap she has bought.</p> <p>Shows mother gratitude for buying things by running errands for her.</p> <p>Thanks mother everytime she does something for him.</p> <p>Shows mother gratitude by doing things for her.</p> <p>Thanks mother when she sews on buttons.</p> <p>Thanks mother when she washes face before going to school.</p> <p>Thanks older brothers and sisters for the candy they give.</p> <p>Keeps clothes clean to show gratitude.</p> <p>Remembers not only to say "thank you", but "thank you, mother" and, "thank you, daddy".</p> <p>Thanks God for food.</p>
	Intermediate boy or girl	<p>Thanks parents for new clothes received.</p> <p>Buys presents for mother and dad to show gratitude for all the things they do.</p> <p>Thanks God morning and night for all blessings received.</p> <p>Thinks of all the things God has given to him.</p>
	Seventh and eighth grade boy or girl	<p>Remembers to say thank you to the member of the family who passes a dish desired.</p> <p>Thanks the maid for special favors rendered.</p>
	High school girl	<p>Performs many acts of kindness in a spirit of gratitude.</p> <p>Does the dishes.</p> <p>Helps with housework.</p> <p>Thanks for every thing received.</p> <p>Contents herself with what she is given and never complains, all in a spirit of gratitude.</p> <p>Thanks God for health.</p> <p>Thanks God for parents, brothers and sisters.</p>

Situation	School Group	Applications
School	Primary boy or girl	<p>Thanks the teacher when she tells of mistakes.</p> <p>Shows the teacher he is grateful for all the things she does for him by picking up papers from the floor.</p> <p>Thanks the teacher when she gives him a book.</p> <p>Thanks a classmate for helping him.</p>
	Intermediate boy or girl	<p>Smiles at the teacher and says "thank you" at the close of day.</p> <p>Thanks the teacher for extra help in arithmetic.</p> <p>Thanks kindly a classmate who shows him a mistake.</p>
	Seventh and eighth grade boy or girl	<p>Thanks the one who gave her a piece of paper.</p> <p>Speaks well of her school in a spirit of gratitude.</p>
	High school girl	<p>Studies hard in order to show her appreciation.</p> <p>Thanks God for a Catholic education.</p> <p>Offers to do little services for teachers in gratitude.</p> <p>Obeys teachers in gratitude.</p> <p>Prays for teachers.</p> <p>Prays for her school in a spirit of gratitude.</p>
Playground	Primary boy or girl	<p>Thanks one who gives a push on swing.</p> <p>Is grateful for having a playground to play in.</p> <p>Thanks the one who gave him a piece of candy.</p>
	Intermediate boy or girl	<p>Thanks the one who helped find money lost.</p> <p>Thanks the girls who allowed her to jump rope with them.</p> <p>Thanks boy who gave bite of apple.</p> <p>Expresses gratitude to the companion who helped him.</p>
	Seventh and eighth grade boy or girl	<p>Thanks the one who gave him a try at the game.</p> <p>Thanks the one who taught him the game.</p> <p>Thanks the boy who told her she had lost her handkerchief.</p>
	High school girl	<p>Thanks God for health in order to take part in games.</p>

## VIRTUE APPLICATIONS FOR GRATITUDE

Situation	School Group	Applications
Street	Primary boy or girl	Says "thank you" to the police officer who takes him across the street. Thanks the police boy for helping him.
	Intermediate boy or girl	Thanks the friend who gives him a ride. Thanks the one who picked up something for him.
	Seventh and eighth grade boy or girl	Thanks the one who invited him into the game. Thanks the man who picked up gloves.
	High school girl	Thanks anyone who renders her a service. Thanks the policeman at the crossing who helped her across.
Church	Primary boy or girl	Thanks God that he is a Catholic. Thanks God for coming to him in Holy Communion. Shows gratitude by assisting at Mass as well as he can. Thanks God for health. Thanks God for parents. Thanks God for clothes and food.
	High school girl	Thanks God for good health. Thanks God for making her a Catholic. Hears Mass in a spirit of thanksgiving. Thanks our Lord for His presence in the Blessed Sacrament. Makes an occasional visit of thanksgiving. Knows that she shows gratitude by her manner of living.
Homes of Others	Primary boy or girl	Never forgets to say "thank you" for a piece of cake, candy or bread and butter.
	Intermediate boy or girl	Thanks boy who let him play with his toys. Thanks the boy's mother for the dinner he had at their house. Thanks the boy's mother for the lovely time he had at the party.
	High school girl	Thanks her hostess for her hospitality. Sends a gift if the visit has been long. Thanks God for good friends. Shows appreciation for attentions received.

## VIRTUE APPLICATIONS FOR GRATITUDE

Situation	School Group	Applications
Street Car, bus or train	Primary boy or girl	Thanks the conductor for a transfer. Thanks the one who moved over to let him sit down.
	Intermediate boy or girl	Thanks the conductor for helping him on and off the bus. Thanks the one who supported him when the car jerked.
	Seventh and eighth grade boy or girl	Thanks the one who picked up something he dropped. Thanks the conductor for stopping car at an inconvenient place. Thanks the one who opened door for him. Thanks the one who helped him up when he fell down. Thanks conductor for answering questions.
	High school girl	Thanks the conductor for telling her when to get off.
Stores	Primary boy or girl	Thanks the clerk for the piece of candy. Thanks the one who gave him an apple.
	Intermediate boy or girl	Thanks the clerk who waited while he decided what he wanted. Thanks the one who opened the door for him. Thanks floorwalker for information.
	Seventh and eighth grade boy or girl	Thanks the salesperson for showing goods. Thanks for packages.
	High school girl	Thanks the one who allowed her to go ahead of him. Expresses gratitude for every service rendered.
Movies	Intermediate boy or girl	Thanks the usher who showed him a seat. Thanks a person who has had to be inconvenienced by his passing in or out.

## VIRTUE APPLICATIONS FOR LOYALTY

Situation	School Group	Applications
Home	Primary boy or girl	<p>Speaks nicely about his mother and father.  Does not say unkind things about brothers and sisters.  Obeys God's Commands.  Does not talk back to his mother.  Is not a tattletale.  Is not ashamed of his home if it is not rich but poor.  Will not let anyone say anything unkind about his home.  Does not tell other people about the things that happen in his home that he knows his mother would not want him to tell.</p>
	Intermediate boy or girl	<p>Does not side with one who talks against his father and mother.  Does not talk about brothers and sisters to others.  Does not talk about family troubles to outsiders.  Does not allow anyone to enter home on inspection when mother is not there.  Prays for parents, brothers and sisters.</p>
	Seventh and eighth grade boy or girl	<p>Keeps promise made to mother to stay in when she is out.  Does the things he knows will please his mother and father.</p>
	High school girl	<p>Does not discuss family affairs with outsiders.  Does not permit anyone to call her parents the "old man" or the "old lady".  Helps to keep the home clean and attractive.  Does not do anything to lower the reputation of her family.  Does not complain of her mother if she has told her to do something she does not like to do.  Does not grumble when she is refused something.  Does not tell family secrets.</p>
School	Primary boy or girl	<p>Keeps promises made.  Speaks well of teachers and classmates.  Obeys the laws of the school.  Does not stay away from school.</p>



Situation	School Group	Applications
School	Primary boy or girl	Studies religion lessons carefully. Is true to his class. Tells others how good his school is. Does not walk on the lawn of people who live near the school.
	Intermediate boy or girl	Does not listen to those who talk about the teacher or classmates. Is willing to help work for school. Tries to represent his school well wherever he goes. Does not soil library books; returns them promptly. Takes particular care of the desks and other furniture. Goes to school clean and neat.
	Seventh and eighth grade boy or girl	Follows the teacher's directions. Does not talk about the corrections another child received. Does not complain of his school.
	High school girl	Recommends the school after she has been graduated. Observes the rules of the school. Attends play, lectures <del>and</del> etc., of the school. Does not speak unkindly of teachers or school. Helps to keep the building clean. Protects the reputation of teachers and fellow students.
Playground	Primary boy or girl	Lets his brothers and sisters play with him or finds them play. Does not damage property.
	High school girl	Does not destroy property. Does not comment on the decision of the referees in a game. Supports her team. Attends school meets. Is true to the coach and her principles.
Street	Primary boy or girl	Does not say unkind things about his brothers and sisters. Does not listen to anything unkind that is said about his church. Does not talk about his friends unkindly.

Situation	School Group	Applications
Street	Intermedaite boy or girl	Observes laws of the city for drivers and pedestrians.
Church	Primary boy or girl	Tries very hard to think of nothing but God. Prays for all those for whom he should pray.
	Intermediate boy or girl	Goes to his own church. Is willing to work for the church. Keeps the boys from fighting around the church. Makes a visit every day. Tips hat or bows head in passing.
	High school girl	Is a member of church organizations. Defends the pastor's good name. Supports the church. Is proud of her faith. Answers the prayers out loud. Observes church regulations.
Homes of others	Primary boy or girl	Visits friends who are sick. Does not talk about his friends.
	Intermediate boy or girl	Does not talk about the homes of his friends. Visits his friends. Is not ashamed to refuse meat on Friday. Visits a friend who is in trouble.
	High school girl	Does not criticize the furniture or lunches served. Visits sick friends. Does not tell others what has been told her in secret. Does not join in conversation in which her friends are talked about. Is loyal to the family she is visiting. Does not criticize in anyway the home or manner of living. Is faithful in observing etiquette her mother taught her to observe. Visits a friend who is having trouble. Is true to friends.
Stores	Primary boy or girl	Buys from stores in his neighborhood instead of going elsewhere.

## VIRTUE APPLICATIONS FOR LOYALTY

Situation	School Group	Applications
Street car, bus or train	High school girl	Is not ashamed to give her seat to a religious or poor person. Take pleasure in spreading about Catholic papers and phamplets.
Movies	High school girl	Walks out if anything contrary to her religion is shown.

## VIRTUE APPLICATIONS FOR PERSEVERANCE

Situation	School Group	Applications
Home	Primary boy or girl	<p>Continues to help mother when someone asks him to go out to play.</p> <p>Washes the dishes regularly.</p> <p>Goes to bed every single night at the appointed time.</p> <p>Does not stop praying for a favor until the favor has been granted.</p> <p>Tries and tries to do what is right until he does it right all the time.</p> <p>Says morning and night prayers every single day.</p> <p>Watches the baby in just the way mother says to do it.</p>
	Intermediate boy or girl	<p>Performs Saturday chores regularly and faithfully.</p> <p>Prays for favors until God grants them.</p> <p>Does not stop studying until all the assignments have been done.</p> <p>Keeps promises, no matter how hard they are.</p> <p>Studies spelling lessons until all words are learned.</p> <p>Continues with any job she is doing until it is finished.</p> <p>Tries making the bed until she does it perfectly, or as mother wishes.</p> <p>Keeps on trying to do as mother wishes until success is achieved.</p> <p>Makes a special effort to say morning and night prayers faithfully.</p> <p>Keeps promises made, no matter how hard they are.</p> <p>Finishes a task before going out to play.</p>
	Seventh and eighth grade boy or girl	<p>Keeps on being good even though he is tired of being good.</p> <p>Practices at the piano until his lesson is learned.</p> <p>Keeps faithfully resolution for Lent.</p>
	High school girl	<p>Lives up to a good resolution made, no matter how hard it may be.</p> <p>Tries to accomplish a task, even though it is very difficult.</p> <p>Is not discouraged when someone ridicules her.</p> <p>Tries again and again until she succeeds in doing the right things.</p> <p>Keeps her New Year's resolutions.</p> <p>Answers, at all times, her mother's first call.</p>
School	Primary boy or girl	<p>Does school work very neatly every single day.</p> <p>Picks up every single piece of paper that is on the floor near his desk.</p> <p>Pays attention whenever Sister is talking.</p> <p>Continues studying his reading lesson until every bit of it is learned.</p> <p>Works at a problem until he gets it.</p> <p>Makes the sign of the Cross perfectly every time he makes it.</p> <p>Never talks to other boys and girls unless it is about school work.</p>

## VIRTUE APPLICATIONS FOR PERSEVERANCE

Situation	School Group	Applications
School	Intermediate boy or girl	Keeps desk in perfect order every day. Never talks unless it is necessary. Never puts feet in aisle. Follows directions perfectly at all times. Works at problems in arithmetic until they are right. Keeps trying at drawing until the thing desired is made or done.
	Seventh and eighth grade boy or girl	Continues to study, no matter how hard the lesson. Practices at lessons until they are learned.
	High school girl	Works at assignments until they are completed. Does not permit others to discourage her in the piece of work she is trying to complete.
Playground	Primary boy or girl	Plays fair always.
	Intermediate boy or girl	Is faithful in watching over smaller children. Is faithful in watching over brothers and sisters. Keeps working at stunts until he succeeds.
Street	Primary boy or girl	Does not scream at any time. Never throws papers about. Waits at the curb until all the cars have passed. Looks before crossing every single time.
	Intermediate boy or girl	Never omits a chance to help keep the city clean.
	High school girl	Lives up to her word, no matter how hard it is.
Church	Primary boy or girl	Continues to say his prayers when he would like to look around. Is on time always for Mass. Never talks. Never eats.
	Intermediate boy or girl	Prays daily for special favors. Prays for poor souls daily. Receives the Sacraments regularly. Prays until a favor asked for is granted.
	Seventh and eighth grade boy or girl	Continues with a novena until the ninth exercise is made. Continues to pray hard, no matter how weary.
	High school girl	Continues to make a novena until the ninth exercise is completed.

## VIRTUE APPLICATIONS FOR CONFIDENCE IN GOD.

Situation	School Group	Applications
- - - - -	Primary boy or girl	<p>Believes that if it is for the best God will make better his friend who is sick.</p> <p>Believes that God will take care of all his needs.</p> <p>Believes that God answers all prayers.</p> <p>Believes that God will protect him from harm.</p> <p>Believes that God will protect him from the rain and snow when it is time to go to Mass on Sunday.</p> <p>Believes that God can make him better when he is sick.</p> <p>Believes that God will protect his father and mother.</p> <p>Believes that God will protect him no matter who gets into his house.</p> <p>Believes that God can do all things.</p> <p>Knows that God's protection is with him always.</p> <p>Believes that God will pardon his sins, if he is really sorry for them.</p>
- - - - -	Intermediate boy or girl	<p>Makes acts of hope daily.</p> <p>Believes that God hears him when he prays.</p> <p>Continues to pray although prayers are not answered immediately.</p>
- - - - -	Seventh and eighth grade boy or girl	<p>Trusts God in the time of danger.</p> <p>Tries to see the bright side always.</p> <p>Believes that in the end God will permit one to follow the vocation desired.</p> <p>Entrusts to God the spiritual welfare of the members of his family.</p> <p>Encourages others who are discouraged to try again.</p> <p>Never discourages a friend in trouble, but tells him to trust in the confidence of God.</p> <p>Encourages one who has lost his job to hope for the best.</p> <p>Is not discouraged when he gets a low mark; knows that with God's help he will do better.</p> <p>Tries and continues to try until he achieves success.</p> <p>Does not expect success unless he works for it and prays for it.</p>

## VIRTUE APPLICATIONS FOR CONFIDENCE IN GOD

Situation	School Group	Applications
- - - - -	High school girl	<p>Believes that prayer will help in examinations.</p> <p>Believes that God will help her to fight temptation.</p> <p>Believes firmly that God answers all prayers.</p> <p>Believes that God knows best when he takes loved ones.</p> <p>Believes in the intercession of the Saints.</p> <p>Trusts God to help her with school-work.</p> <p>Believes that God will protect her in immediate dangers.</p> <p>Believes God will help her in personal illness.</p> <p>Believes that God will adjust family troubles.</p> <p>Believes that God will take care of her home.</p> <p>Believes that God will make her a success in her school-work.</p> <p>Believes in the protection of God always.</p> <p>Believes that God will give her the grace she needs to keep resolutions.</p>

## VIRTUE APPLICATIONS FOR WATCHFULNESS FOR THE HOUR OF DEATH

Situation	School Group	Applications
Home	Intermediate boy or girl	Makes an act of perfect contrition before going to bed at night. Does what he knows will please God and avoids everything he knows will displease God. Honors St. Joseph as the patron of a happy death.
School	Intermediate boy or girl	Studies about Extreme Unction and the four last things.
Church	Intermediate boy or girl	Receives the sacraments of Penance and Holy Eucharist often. Goes to confession every week, if possible. Makes the nine first Fridays. Makes frequent visits to the Blessed Sacrament.
Street	Intermediate boy or girl	Makes an act of contrition in case of an accident. Carries something for identification in case of an accident such as rosary beads or medals. Keeps away from bad companions.
Home	High school girl	Tries to live each day as if it were her last day on earth.
Church	High school girl	Prays to be ready at all times.



## VIRTUE APPLICATIONS FOR WATCHFULNESS OVER AFFECTIONS

Situation	School Group	Applications
Home	High school girl	Thinks more affectionately of the members of her own family than of others.
Homes of others	High school girl	Does not admire the mothers of her girl friends more than her own mother. Does not have friendships with older men and women that her mother does not know about.
Church	High school girl	Does not attend services in non-Catholic churches. Does all in her power to have a real love for her own church.
Girls	High school girl	Has many girl friends; does not have only one girl friend.
Boys	High school girl	Does not have dates with non-Catholics. Does not have dates with the same boy always. Does not permit herself to indulge in day dreams. Does not go out with boys who are disapproved of by her parents. Does not read books that make her long for friendships with boys.
Questionable Topics	High school girl	Does not read books or magazine articles that she feels are wrong, for her to read, or that she would not tell her mother or teachers she was reading. Does not discuss topics with others that she would not discuss with her mother or her teachers.

## VIRTUE APPLICATIONS FOR WATCHFULNESS FOR FALSE DOCTRINE

Situation	School Group	Applications
Home	High school girl	Is courageous in attacking wrong doctrines. Does not read writings that attack her church.
School	High school girl	Studies her lessons in religion well in order to be able to detect false doctrines when they are presented to her. Prepares herself to give answers to false doctrines that are current in the world. Listens carefully to all instructions in religion in order to be ready to meet false doctrines.
Church	High school girl	Thanks God for the gift of faith and prays for an increase of faith. Prays for final perseverance.
Homes of others	High school girl	Does not participate in criticisms of doctrines of faith; changes the conversation if possible.
Lectures	High school girl	Does not attend lectures or programs that criticise the Church.

## VIRTUE APPLICATIONS FOR WATCHFULNESS IN AVOIDANCE OF TEMPTATION

Situation	School Group	Applications
Home	Primary boy or girl	<p>Thinks of how wise mother is when he wants to disobey.</p> <p>Remembers that it is easy to become a person who tells a great many lies, if he tells one.</p> <p>Uses a big word learned in school instead of a bad word.</p> <p>Walks away from his brother or sister and says a prayer quickly when he is tempted to do something bad with them.</p> <p>Asks his brother to remind him when he forgets to say his morning prayers.</p>
	Intermediate boy or girl	<p>Does not even go into the kitchen if he feels he will steal what mother has said not to take.</p> <p>Stays away from the place where his mother keeps the candy if he feels he is going to take it.</p> <p>Does not even look in his mother's dresser drawer if he thinks he might take some money from it that he knows he should not take.</p>
	Seventh and eighth grade boy or girl	<p>Does directly what mother bids done.</p> <p>Keeps away from change mother has left on table.</p> <p>Keeps away from persons and things that might cause him to commit sin.</p> <p>Tries to get into the habit of not listening to what is going on around him while saying evening prayers.</p>
	High school girl	<p>Avoids idleness.</p> <p>Reads good books; gets advice in the books she plans to read.</p> <p>Is faithful to morning and night prayers.</p> <p>Is faithful to nightly examination of conscience.</p> <p>Prays for a second and then becomes interested in something else when tempted to have bad thoughts.</p> <p>Does not permit herself to read a single book that she knows is questionable.</p> <p>Does not talk about things that she knows are bad.</p>

## VIRTUE APPLICATIONS FOR WATCHFULNESS IN AVOIDANCE OF TEMPTATION

Situation	School Group	Applications
School	Primary boy or girl	<p>Thinks how he'd like to be called a mean name when he feels like calling another boy a mean name.</p> <p>Says a little prayer right away when he feels like copying or cheating.</p> <p>Takes his own pencils and paper to school to keep from taking the pencils and paper of others.</p> <p>Tries to be very kind to the person he feels like being mean to, and walks with him at recess time.</p> <p>Says an aspiration when tempted to do something the teacher has said not to do.</p> <p>Remembers that lies are always found out, when tempted to tell an untruth.</p> <p>Looks at the Crucifix or pious pictures on the wall to keep from doing other things at prayer time.</p>
	Intermediate boy or girl	<p>Keeps away from persons, places and things that make him sin.</p> <p>Does not go with boys who use bad language.</p> <p>Says a prayer and does something else quickly if tempted to take something from the desk of another.</p>
	Seventh and eighth grade boy or girl	<p>Does not try to see what is going on behind her.</p> <p>Obeys every single rule of the school.</p> <p>Does not go with lazy children.</p> <p>Does not go past the desk of one who will cause her to break a rule.</p> <p>Looks in another direction if tempted to copy from another's paper.</p>
	High school girl	<p>Does not permit herself to copy the work of another, even once.</p> <p>Takes nothing from another's desk without asking for it.</p> <p>Does not stand in a group with companions who are unkind in conversation.</p> <p>Does not look at pictures that are improper.</p> <p>Does not listen to improper conversations.</p> <p>Does not make a close friend of one who is unkind.</p> <p>Avoids the company of those whose conversations tend to be improper.</p>

## VIRTUE APPLICATIONS FOR WATCHFULNESS IN AVOIDANCE OF TEMPTATION

Situation	School Group	Applications
School	High school girl	<p>Does not go with girls who make fun of religion.</p> <p>Does not go with girls who fail to uphold the standards of her school.</p> <p>Does not go with girls who belittle their homes or the advice of their parents.</p>
Playground	Intermediate boy or girl	<p>Does not go with boys who use bad language.</p> <p>Keeps away from boys and gangs that do bad things.</p> <p>Does a kind deed for the one he'd like to be mean to.</p>
	Seventh and eighth grade boy or girl	<p>Does not give cause for a fight.</p> <p>Keeps away from those who talk about filthy things.</p> <p>Walks away if tempted to knock another off the swing, etc.</p>
Street	Primary boy or girl	<p>Smiles pleasantly at every single person he knows in order not to be mean to anyone.</p> <p>Thinks of something else quickly when tempted to think of something bad.</p>
	Seventh and eighth grade boy or girl	<p>Thinks kindly of the one he is tempted to be mean to when he may meet him.</p> <p>Follows mother's advice about the boys and girls to associate with.</p>
	High school girl	<p>Does not stand visiting with persons who are a temptation to sin.</p> <p>Watches her own conversation when she meets persons who are unkind in conversation.</p> <p>Goes another way if she feels she will meet someone who will cause her to do what is wrong.</p> <p>Is the first to speak when she meets one she does not like.</p>
Church	Primary boy or girl	<p>Does not sit next to one who talks in church.</p> <p>Does not say a single word to the one sitting next to him.</p> <p>Looks at the altar during the service.</p> <p>Does not look around.</p> <p>Kneels quietly and remembers God is watching.</p> <p>Keeps eye on priest.</p> <p>Does not take into church gum or candy.</p>

## VIRTUE APPLICATIONS FOR WATCHFULNESS IN AVOIDANCE OF TEMPTATION

Situation	School Group	Applications
Church	Intermediate boy or girl	<p>Goes to confession every week, if possible. Receives our Lord as often as possible in Holy Communion.</p> <p>Prays every time he goes to church not to do, say, or think bad things.</p> <p>Does not go into church with boys and girls who will make him talk.</p> <p>Kneels and says a prayer if he is tempted to talk in church.</p> <p>Prays for the grace to stay away from boys who use bad language.</p>
	Seventh and eighth grade boy or girl	<p>Does not change prayer book just to look at the pictures.</p> <p>Does not kneel with children who laugh and talk before confession.</p> <p>Leaves home early enough to be on time for Mass.</p> <p>Does not think of other boys and girls.</p>
	High school girl	<p>Remembers on entering that God is present. Does not look around the church.</p> <p>Tries to get out of the habit of seeing what others wear to church.</p> <p>Refuses to listen to unkind remarks about the pastor and his regulations.</p> <p>Listens carefully to the instructions at the Mass.</p> <p>Goes to confession and Holy Communion often. Does not sit with persons who may be a cause of temptation to her.</p> <p>Uses Missal during Mass.</p> <p>Tries to keep occupied with prayer all the time she is in church.</p>
Homes of others	Intermediate boy or girl	<p>Walks away fast from something he would like to steal.</p>
	Seventh and eighth grade boy or girl	<p>Does not go on Friday to a home that serves meat on Friday.</p>
Stores	Primary boy or girl	<p>Does not go near the candy that can be easily taken if he thinks he might steal it.</p> <p>Goes down another street if he is tempted to steal oranges or apples outside of a store.</p>
	Seventh and eighth grade boy or girl	<p>Returns surplus change to the clerk as soon as he finds out he has been given it.</p>

## VIRTUE APPLICATIONS FOR WATCHFULNESS IN AVOIDANCE OF TEMPTATION

Situation	School Group	Applications
Movies	Primary boy or girl	Does not go to the show unless mother knows it. Does not go to a show that the teacher or somebody's mother has said is not good.
	Seventh and eighth grade boy or girl	Leaves the theatre as soon as he knows a play is bad. Does not tell others about shows that he knows one ought not go to see. Does not go to shows too often.
	High school girl	Does not describe to others pictures she feels are sinful. Does not permit herself to think about such pictures. Does not attend shows which she knows may be a source of temptation to her.

## VIRTUE APPLICATIONS FOR SORROW FOR SIN

Situation	School Group	Applications
Home	Primary boy or girl	Tells God how sorry he is for a sin as soon as he commits one. Does not go to places where he will commit sin. Examines his conscience each night before going to bed and promises God not to commit the same sins again.
	Intermediate boy or girl	Makes an act of perfect contrition each night before retiring. Makes himself perform some mortification to show God how sorry he is for the sin committed.
	High school girl	Never misses her evening examination of conscience. Has the habit of making a short act of contrition as soon as she realizes that she has committed a sin. Make mortifications to show God her sorrow for sin. Makes an act of perfect contrition before retiring. Recalls on awakening her resolution to avoid sin.
School	Primary boy or girl	Does not go with children with whom he may commit sin. Says a short act of sorrow for sin when he does wrong and tries very hard not to do it again.
Street	Intermediate boy or girl	Tells God that he is sorry that He is offended if he hears others take His name in vain. Avoids going to places where sin is committed.
Church	Intermediate boy or girl	Makes the way of the cross in reparation for sin. Goes to confession as soon as possible after committing a sin. Makes the resolution never to commit sin again, and is determined to carry out the resolution. Makes an extra visit to the Blessed Sacrament and asks help to fight certain sins. Says an aspiration when tempted to sin, i.e., "My Jesus, mercy."
	High school girl	Goes to confession frequently. Resolves firmly to avoid occasions of sin. Resolves at time of confession to do all in her power not to commit the same sins again. Makes the way of the Cross in reparation for sin. Receives Holy Communion often and prays fervently for grace to avoid sin.
Homes of others	High school girl	Does not go when she knows she may sin. Avoids persons and places that are an occasion of sin to her.



Situation	School Group	Applications
Home	Primary boy or girl	<p>Tells little brothers and sisters mission stories.</p> <p>Gives good example.</p> <p>Makes mortifications for the conversion of sinners.</p> <p>Makes sacrifices that he knows will please God.</p> <p>Is kind to others.</p>
	Intermediate boy or girl	<p>Saves for missions.</p> <p>Collects stamps for the missions.</p> <p>Gives to Propagation of the Faith.</p> <p>Studies about the missions and the needs of the Church.</p>
	High school girl	<p>Prays for help for a member of family who is leading a bad life.</p> <p>Prays for the poor souls, for sinners, for unbelievers.</p> <p>Does not speak unkindly of her neighbor.</p> <p>Remembers she draws others to her religion by her manner of life.</p> <p>Takes to her home religious literature.</p>
School	Primary boy or girl	<p>Contributes to the mite box.</p> <p>Offers school work, well done, for souls.</p> <p>Makes little sacrifices for the Chinese.</p>
	High school girl	<p>Does not speak of the faults of others.</p> <p>Helps in taking care of the school room Shrine.</p> <p>Helps with Crusade activities.</p> <p>Studies and reads about the missions.</p> <p>Is one of the number who teach catechism.</p> <p>Sponsors and helps with the various religious activities of the school.</p> <p>Does not make fun of the piety or zeal of others.</p>
Playground	High school girl	<p>Gives a good example.</p> <p>Says a prayer when she hears the name of our Lord used in vain.</p>
Street	Intermediate boy or girl	<p>Is not ashamed to say "I am a Catholic".</p> <p>Gets a companion to forgive one whom he has injured.</p>
	High school girl	<p>Does not listen to bad conversation.</p> <p>Gives good example.</p> <p>Makes a visit when passing a church.</p> <p>Gives alms to the poor.</p> <p>Buys Catholic magazines at book stands.</p>

Situation	School Group	Applications
Church	Primary boy or girl	<p>Enters quietly.  Takes time to pray for poor souls.  Does not talk in church.  Does not put arms on the backs of benches.  Speaks to our Lord.  Goes to confession every week.  Does not look around in church.  Listens to the priest's instructions.  Does not make fun of other churches.  Goes to Mass daily.  Puts money in the collection.  Gives good example while in church.  Gets other boys and girls to make visits.</p>
	Intermediate boy or girl	<p>Prays not only for oneself but for others.  Does not talk when someone talks to him.  Gets someone to go to church who has not  been going regularly.  Prays for pagans.  Prays for sinners.  Prays for all unbelievers.  Prays for careless Catholics.</p>
	High school girl	<p>Sings in the choir, if she has the ability.  Attends extra church services.  Contributes money or flowers.  Picks up scraps of paper because it is the  house of God.  Helps to take care of the altar linen.  Makes the sign of the Cross reverently.  Gives good example.  Gets others to go to church.  Is faithful to vigil.  Is faithful to visits during vacation.  Encourages others to make vigils.  Encourages others to work for the Church.</p>
Homes of others	Primary boy or girl	<p>Does what he knows a good Catholic boy  should do.</p>
	Intermediate boy or girl	<p>Talks about pious pictures that are beautiful.  Asks others to help the missions.  Does not speak unkindly of others and will  not listen to unkind conversations.</p>

Situation	School Group	Applications
Homes of others	High school girl	<p>Helps to prepare for the coming of a priest if a person is dying.</p> <p>Distributes religious literature.</p> <p>Invites friends of hers, non-catholics or fallen away Catholics to make a mission.</p> <p>Speaks of the advantages of having religious articles in the home.</p>
Street car, bus or train	High school girl	<p>Says a prayer upon hearing the name of God in vain.</p>
Stores	Intermediate boy or girl	<p>Buys for the poor.</p> <p>Trades with a shopkeeper who is needy.</p> <p>Spends only part of his allowance on himself; keeps part for the poor or the missions.</p>
Movies	High school girl	<p>Walks out if a picture against religion is shown.</p> <p>Speaks well of the picture that is good.</p> <p>Does not patronize shows that she knows offend God or religion.</p>

CHAPTER VI  
CONCLUSIONS

I

The data presented in Tables II to XLV inclusive of Chapter III, on the first placement in the curriculum of given virtues, seem to indicate a decided spread in the opinions, not only of the several groups contributing information, but within a group itself. In those tables that give data for a specific virtue this spread of opinion is more manifest than in Table XLV that gives the opinions of each group in the form of index numbers. The summary of the findings of this investigation on grade placement will not be repeated here as they are given in Table XLV just mentioned.

While it would not be possible in a study of the present dimensions to procure reasons why individuals checked a given grade for first curriculum placement of the virtue under consideration, such a procedure would contribute mightily to an understanding of the data obtained. However, individuals who checked the questionnaire were asked to do so as a result of their knowledge of self and of their knowledge of the needs of others. Without doubt, of the 2,770 persons who answered the questionnaire some did so solely to be agreeable <sup>and</sup> ~~but~~ gave the question under consideration but little attention; others might have done so under a certain compulsion; and it is not impossible that there were some unenlightened individuals who contributed answers. The writer realizes these possible limitations in the technique of her investigation on grade placement and she feels that they should be presented with

the findings of the study.

The spread of opinion mentioned above exhibits a need for further study of the present and related problems. For instance:

1. Does the attitude expressed by teachers coincide with the practice in their several schools?
2. To what extent has current practice influenced individuals in checking the ideals for the grades wherein they should receive first curriculum attention?
3. Would a study of the unsupervised behavior needs of an adequate sampling of individual children exhibit greater agreement and accuracy for the grades at which specific ideals should appear in the school curriculum?
4. Would a study of the opinions of parents present greater agreement or divergence of opinion than that expressed by teachers and the groups of third and fourth year high school boys and girls?
5. Is it possible that the child in the school is not receiving the help he should receive because teachers do not realize his need for this help at a particular grade level?

The present problem of grade placement of virtues is one that demands deliberate objective study from Catholic educators. The writer is not proposing the objective technique to be used; perhaps it is a technique yet to be developed, but she is assured that the

problems are present and in need of study.

## II

Chapter IV has presented in detail and in summary form the opinions contributed to the investigation on those grades in the elementary school and high school where there should be emphasis in the curriculum on specific virtues. In the same chapter these opinions have been summarized and interpreted. It is not the purpose of the present chapter to give again these findings. The limitations of the questionnaire technique that were pointed out in the study of grade placement should be repeated here for the attention of those who would interpret for educational purposes the results of the present study. However, considering all conditions, the writer feels that the technique she has used is justified. She would suggest the advisability of companion studies for this investigation on grade emphasis and for the study of grade placement, studies that would obtain through processes of experiment and other techniques of research a verification or correction for the data given in the present report. There is need of emphasizing here the school's obligation of discovering ways and means of providing the emphasis in her curricular program that will help youth in the attainment of Christian virtue, and particularly in those years from the beginning of the eighth grade through the high school period.

III

## III

The applications that are listed in Chapter V for the virtues considered in the present study represent approximately 4,500 ways and means for boys and girls to make the ideals of Christ live in their individual lives. The present writer is inclined to think that the particular value of this portion of her study rests in the fact that the acts of virtue listed are those that have been suggested by boys and girls for boys and girls to apply in their daily lives. There were almost 35,000 boys and girls who participated in the preparations of the lists for elementary pupils, and over 5,000 girls were members of the classes that prepared lists of applications appropriate for high school girls. The present writer thinks that if pupils were to work at the preparation of a list of applications for several months, or for even the school year, the analysis obtained would be much more complete. It is a question, however, if such an analysis is necessary. If the present analysis were understood and appreciated, it is possible, and even to be expected, that in the discovery and use of the opportunities listed the child would learn how to discover additional applications for himself.

For the lists of applications submitted in Chapter V the classroom teacher should find innumerable uses. Not only may she use them in explaining a virtue and its applications to her pupils, but

she may have pupils prepare such lists for themselves. She may learn from these lists of applications of a given virtue many facts concerning the child's out-of-school life that she had not considered before. The same lists of applications may be given to the children in various forms to use in examinations of conscience, both the general and the particular. She may make use of them in planning classroom dramatizations and in conduct assignments. They illustrate a procedure that the teacher may follow in showing pupils how to carry over into their individual lives the ideals admired in story, history, biography, and spiritual reading. Merely to leave children to perform applications of a given virtue is no assurance that they will develop the virtue or the ideal. In fact an unusual insistence upon application may cause a dislike for the very ideal itself. It sometimes happens that that which appears to be a virtue-application is a mere act of sociability, a fear of punishment, or an action performed for some equally indifferent reason. It is necessary that the teacher be sure that when the child performs familiar actions which he thinks are virtue-applications of one sort, that the child sees them as virtue-applications of the same sort.

Emphasis upon specific virtue-applications for children may seem to minimize general principles in the development of character. However, it does not and should not. Principles and



concepts are an essential part of instruction. In the first place, because principles are abstractions from concrete cases they grow as individual cases are cared for. Normally, the child should develop a general principle after he has dealt properly with a hundred or more cases. If for any reason he fails to make and develop the general principle he should be assisted to arrive at the principle through instruction. It has been said earlier in this study: "Principles are most important but they influence conduct only inasmuch as they are applied to specific conduct." Principles may be taught either by induction or by direct instruction, but when they are taught they must be illustrated by applications made in abundance. Emotion may be aroused for a given ideal through biography or other readings, but the enthusiasm is useless unless it is followed with assignments or some other technique for paralleling the situations analyzed with concrete personal experiences. It is necessary for the school to aim at integrated personalities in its pupils. Character education demands equal emphasis upon integration and specific learning. Neither can be neglected. An integration is produced primarily by evolving principles of action through the reason. Ideals should be generalized with a view of integrating the personalities of children and the children should be taught the technique of applying principles of conduct to new situations.

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